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Resources in Education (RIE). Volume 31, Number 9.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 96
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 393 964   CE 069 833

Camozzi, Anne
Adult Environmental Education: A Workbook To Move from Words to Action.
SPONS. AGENCY- Finnish International Development Authority.; German Adult Education Association, Bonn (Germany). Inst. for International Cooperation.; Swedish International Development Authority (SIDA).
PUB DATE- Dec 94
NOTE- 179p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Education; Change Strategies; Conservation (Environment); Ecology; *Environmental Education; Foreign Countries; Global Education; Natural Resources; Nonformal Education; *Social Action; Sustainable Development; *Workshops

This workbook, developed for an international workshop held in the Philippines in 1994, is designed to enrich adult environmental education worldwide and to ensure that the International Treaty on Environmental Education for Sustainable Societies and Global Responsibility is implemented in an action-oriented program. The workbook is organized in five sections. Section 1 introduces the workbook and the process; it includes information on the International Council for Adult Education and the Learning for Environmental Action Program and provides a rationale for the workbook, background to the workshop, and

ED 393 982 CE 071 273

Careers in Science and Engineering. A Student Planning Guide to Grad School and Beyond.
PUB DATE- 96
NOTE- 152p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Annotated Bibliographies; Career Change; Career Choice; *Career Planning; Course Selection (Students); *Education Work Relationship; *Employment Opportunities; *Employment Qualifications; *Engineering; Graduate Study; Higher Education; Job Search Methods; Professional Education; *Science Careers; Transfer of Training
IDENTIFIERS- *Mathematics Careers

This guide, which is intended primarily for upper-division undergraduate and graduate students in science, engineering, and mathematics, presents information about the potential applications of science and engineering education, courses and levels of education required for various science and engineering careers, and the career planning process. The following topics are discussed in the guide's six chapters: formulating career goals; determining how to meet career goals; identifying and developing the survival skills and personal attributes needed to succeed; determining the education required to meet specific career goals; finding the right job; and assuming responsibility for one's own career development. Also included are 13 case studies of how individuals who originally trained for a science or engineering career made the transition to a different career not directly related to their original field of study. Concluding the guide is a 64-item annotated bibliography. Two appendixes are included. The first examines possible scenarios for the various stages in the process of choosing, preparing for, finding, and/or changing careers. The second appendix is an article by Ellis B. Cowling titled "Skills and Attributes that Contribute to Success in Science or Engineering." (MN)

ED 393 983 CE 071 275

Lynch, Lisa M.; Black, Sandra E.
Employer-Provided Training in the Manufacturing Sector: First Results from the United States. EQW Working Papers WP34.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 27p.; For a related document, see CE 071 276.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Employer Employee Relationship; Industrial Training; *Inplant Programs; Inservice Education; *Job Training; *Labor Force Development; *Manufacturing Industry; *Outcomes of Education; *Productivity; Staff Development; Vocational Education

Some of the few U.S. studies on the link between training and productivity have used a subjective measure of productivity or a measure of the productivity of the most recently hired worker relative to a fully trained worker, rather than output, labor

ED 394 001 CE 071 303

Cappelli, Peter; Rogovsky, Nikolai
Skill Demands, Changing Work Organization, and Performance. EQW Working Papers WP32.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Basic Skills; Educational Needs; *Education Work Relationship; *Employee Attitudes; *Employer Attitudes; *Employment Qualifications; *Job Performance; *Labor Market; Vocational Education
IDENTIFIERS- *High Performance Work Organizations; Secretarys Comm on Achieving Necessary Skills

The relationship between skill demands, changing work organization, and performance was examined in a study of workers across 15 "benchmark" jobs in each of 8 public utilities. Skills issues were assessed by plant managers, workers, and their supervisors. Randomly selected managers/supervisors reported a series of performance measures for each employee. The response rate was 100% for supervisors and 85% for employees. A total of 91 supervisors responded, and there were 553 usable matched responses between supervisors and employees. Employees and supervisors alike considered basic academic or Foundation Skills (skills associated with more traditional, school-based education) more important than workplace competencies (more vocational/work-based skills). Foundation skills were deemed more important for improving performance than were workplace competencies, and deficits in foundation skills were associated with poorer overall job performance. The perceived need to improve foundation skills was associated with more positive attitudes and behaviors. It was further concluded that higher levels of the task-oriented aspects of jobs do seem to raise skill needs whereas the basic concepts associated with high-performance work systems do not. Interpersonal skills were the skills most stretched by both types of work organizations. (The survey instruments and tallied responses are appended. Contains 49 references.) (MN)

ED 394 002 CE 071 304

Crawford, David L.; And Others
Schools and Labor Market Outcomes. EQW Working Papers WP33.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Curriculum; Educational Needs; Educational Policy; *Education Work Relationship; *Employment Patterns; High Schools; *Institutional Characteristics; Labor Market; Literature Reviews; Longitudinal Studies; *Noncollege Bound Students; Outcomes of Education; *Predictor Variables; Regression (Statistics); *Salary Wage Differentials; Student Characteristics
IDENTIFIERS- High School and Beyond (NCES)

The relationship between school characteristics and labor market

ED 394 022 CE 071 355

Mikulecky, Larry; And Others
Adult and ESL Literacy Learning Self-Efficacy Questionnaire.
PUB DATE- 96
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Adult Students; Educational Research; English (Second Language); *Literacy Education; Measures (Individuals); *Questionnaires; *Research Methodology; Research Needs; Research Utilization; *Self Efficacy; Self Evaluation (Individuals); Test Items

The perceived self-efficacy concept plays a significant role in predicting human performance in several areas of human effort, but self-efficacy theory has seldom been applied in the fields of adult literacy and English as a second language (ESL). This study designed a questionnaire for adult literacy and ESL learners to assess their self-efficacy perceptions toward learning and literacy. From the following four studies 119 questions were drawn: Children's School Attitude Schedule (Barker Lunn as adopted by Marjoribanks 1970); Nowicki-Strickland Locus of Control Scale (1973); Self-Efficacy Scale (Sherer and Maddux 1982); and the Self-Efficacy for Academic Achievement Scale (Zimmerman et al. 1992) and the author's work; these were edited to 36 questions. The questionnaires were pilot tested with 45 intermediate-level Intensive English Program adult literacy students at Indiana University and 28 students from two adult basic education programs in Indianapolis. After pilot testing, some items were eliminated, including six locus-of-control items, and some of the items were moved around or reworded. The final questionnaire, with its high reliability and face validity, should prove useful for measuring the general self-efficacy level of both the adult literacy and ESL literacy learners. Further research is needed to test the questionnaire with broader groups of learners and to determine if other adult perceptions should be added to the questionnaire. The questionnaire is appended. (Contains 25 references.) (KC)

ED 394 023 CE 071 356

Yate, Martin
Beat the Odds. Career Buoyancy Tactics for Today's Turbulent Job Market.
PUB DATE- 95
NOTE- 412p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adults; *Career Development; *Career Planning; *Change Strategies; Demand Occupations; Emerging Occupations; Employer Employee Relationship; Employment Patterns; *Employment Practices; Employment Problems; *Entrepreneurship; *Futures (of Society); Job Layoff; Job Skills; Occupational Mobility; Self Actualization; Self Evaluation (Individuals)

This book offers a blueprint to achieve and maintain career buoyancy in the face of downsizing, outsourcing, restructuring, and other present and future job-loss situations. The book provides advice on establishing a solid job base with a professional core career in a healthy, growing industry; making

ED 394 041 CE 071 399

Savino, Carl S.; Krannich, Ronald L.
From Navy Blue to Corporate Gray: A Career Transition Guide for Navy, Marine Corps and Coast Guard Personnel.
PUB DATE- 95
NOTE- 368p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Career Change; *Career Choice; Career Planning; Counseling Services; *Education Work Relationship; Employment Counselors; Employment Interviews; *Employment Opportunities; Entrepreneurship; Information Networks; Information Sources; *Job Search Methods; Labor Market; *Military Personnel; Records (Forms); Recruitment; Relocation; Resumes (Personal); Self Evaluation (Individuals); Social Networks; Transitional Programs; Veterans; Vocational Adjustment
IDENTIFIERS- Coast Guard; Marine Corps; Navy

This book is intended to serve as a comprehensive, self-directed career guide for individuals preparing to make the transition from the military to employment in the civilian labor force. The first 18 chapters examine the following topics: making the transition to civilian life; distinguishing myths from the realities of conducting a job search; getting organized for new successes; obtaining transition assistance; identifying skills and abilities; specifying interests and values; identifying motivated abilities and skills; developing employer-centered objectives; creating effective resumes and letters; conducting research in key areas; networking to career success; interviewing for the right job; negotiating salary and benefits; relocating to the right community; finding employment with major defense and government contractors; starting a business; implementing goals; and using a computer to find a job. Chapter 19 is a list of 187 print, videotape, audiotape, and computer and CD-ROM resources. Appendices contain the following: list of 22 executive recruiters, index, and order form for related publications. (MN)

ED 394 042 CE 071 402

Jones, Lawrence K.
Job Skills for the 21st Century. A Guide for Students.
PUB DATE- 96
NOTE- 209p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Basic Skills; Career Choice; Career Education; *Career Planning; Check Lists; Communication Skills; Computer Literacy; Creativity; Decision Making Skills; *Education Work Relationship; *Employment Opportunities; Employment Projections; *Employment Qualifications; Interpersonal Competence; Interpretive Skills; *Job Skills; Labor Needs; Motivation; Portfolios (Background Materials); Postsecondary Education; Records (Forms); Secondary Education; Self Evaluation (Individuals); *Skill Development; Teamwork; Thinking Skills; Visual Literacy

This guide, which is intended for middle and high school students, explains how job skills are the key to success in the work force and provides a strategy for developing the various types of skills needed for work in the 21st century. The

ED 394 060 CE 071 452

Imel, Susan
Tech Prep. Trends and Issues Alerts.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Articulation (Education); Clearinghouses; *Consortia; *Educational Trends; Guides; Postsecondary Education; Professional Associations; Program Implementation; *Resource Materials; Secondary Education; State of the Art Reviews; *Tech Prep; Trend Analysis; Vocational Education

An initial evaluation of tech prep revealed the following: (1) by 1993, nearly half the nation's school districts were involved in tech prep consortia; (2) changes resulting from tech prep have been more evident at the secondary than the postsecondary level; and (3) tech prep students are most likely to be white and attend a suburban school district in a southern state. An in-depth study of 10 tech prep consortia established the following trends: (1) articulation agreements linking individual courses at the high school and college levels are a major defining feature of tech prep; (2) although consortia have made some efforts to upgrade vocational education curricula, most curriculum change has focused on introducing applied approaches to teaching math, science, and English; and (3) views of the objectives/content/audience of tech prep vary greatly among individual consortia as do the structures for planning and coordinating tech prep development. The consortia studied were also facing the following issues: the importance of articulation in tech prep development, tech prep's impact on postsecondary education, and the role of employers in developing tech prep programs. (Contains an annotated bibliography of 18 print resources and 6 resource organizations concerned with tech prep.) (MN)

ED 394 061 CE 071 453

Peterson, Linda
Starting Out, Starting Over. Finding the Work That's Waiting for You.
PUB DATE- 95
NOTE- 190p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Career Change; *Career Choice; *College Graduates; Computer Networks; *Entry Workers; Higher Education; *Job Search Methods; *Self Evaluation (Individuals)
IDENTIFIERS- Myers Briggs Type Indicator; Strong Interest Inventory

This book, aimed at recent college graduates and job-changers, provides a process for making career decisions. Based on the Strong Interest Inventory and the Myers-Briggs Type Indicator, it is intended to help readers understand who they are and what motivates them. The book provides information, guidance, exercises, and tools for identifying and finding a job that

ED 394 078 CE 071 506

Jasso, Gayle
Finding Corporate Resources. Maximizing School/Business Partnerships.
PUB DATE- 96
NOTE- 120p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Community Resources; *Cooperative Programs; Corporations; Education Work Relationship; Elementary Secondary Education; *Institutional Cooperation; *Partnerships in Education; Program Development; *School Business Relationship

This guidebook contains practical advice on how schools, school systems, and educational programs can uncover, obtain, and make the most of all kinds of resources from corporations and businesses. The book consists of 16 chapters organized in two parts. The four chapters of the first part, Operating in the Corporate Arena, provide background information and practical hints on taking the mystery out of corporations, acquiring savvy for the corporate experience, developing corporate outreach skills, and administering corporate relationships. In the second part, Mastering the 12 Corporate Resources, 12 chapters explain the following kinds of resources corporations have that can be made available to the community and to schools if the corporations are willing and able to contribute them: events, human resources, influence, information, in-kind contributions, leadership, mandatory involvement, money, material resources, partnerships, programs, and relationships. Each of the 12 chapters contains 10 major sections: sample challenge, possible outreach solution, resource description, explanation of the corporate resource, source of the corporate resource, examples of the resource, pros and cons for corporations, and pros and cons for the schools. Three appendixes include a corporate and foundation resources worksheet, a relationship record, and a contributions record. (KC)

ED 394 079 CG 026 627

Rigney, John R.; Bryant, Angelia S.
Coming Home: The Utilization of the "Wilderness Experience" in Counseling.
PUB DATE- 95
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Counseling; Counseling Psychology; *Counseling Techniques; Counselor Attitudes; Counselor Client Relationship; Counselor Role; Existentialism; *Outdoor Education; Postsecondary Education; *Therapeutic Recreation; Therapy
IDENTIFIERS- Spiritual Development; *Spirituality

This article examines the unique spiritual journey of the counselor in relation to her attempts to aid clients through their wildernesses. Both the therapist and the client journey to a common end. However, it is the manner in which the counselor travels that allows her to discover her own destiny while assisting clients to realize their unique potential. Specific considerations discussed are counselor preparation for spiritual intervention, the nature and the utilization of the

ED 394 099 CG 026 930

Miller, Curtis A.
Improving Motivation in Eighth Grade Students.
PUB DATE- 20 Dec 95
NOTE- 71p.; Master's Research Paper, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Achievement Need; At Risk Persons; Grade 8; Grade Point Average; *Group Activities; *High Risk Students; Junior High Schools; Middle Schools; *Parent Participation; Parent School Relationship; *Self Motivation; *Student Motivation
IDENTIFIERS- Multiple Intelligences

This report describes a program for improving motivation of eighth grade students. Attendance, grades, discipline referrals, and student surveys were used in measuring changes in student attitudes. Problems were documented from data showing grades, attendance, and discipline referrals from the second semester of the 1994-95 school year. A student survey was administered at the beginning of the 1995-96 school year measuring student attitudes toward school, teachers, homework, and grades. Probable cause data showed that these problems relate, in part, to a lack of parental involvement, perhaps due to a shifting away from neighborhood schools. A large number of single family homes and the negative peer pressure sometimes associated with middle school were also factors contributing to a lack of motivation in students. Intrinsic motivation was shown by the research to be the only real long-term solution. This resulted in a three-pronged strategy for improving motivation. Parental contact was increased, the seven intelligences were addressed, and cooperative learning groups were established. These actions were taken toward increasing student self-esteem, success, and therefore, motivation. While interventions seemed to have little effect on the students with grade point averages above 2.0, or "C," at-risk students showed some improvement in all measured areas other than attendance. Contains eight appendices of materials used. (Author/JBJ)

ED 394 100 CG 026 931

Davis, Alan
Behavioral Interviewing in Psychiatric Rehabilitation Assessment.
PUB DATE- 20 Oct 95
NOTE- 17p.; Paper presented at the Annual Meeting of the American Psychological Association (103rd, New York, NY, August 11-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavior Modification; *Counseling Techniques; Daily Living Skills; Interpersonal Communication; *Interviews; *Mental Disorders; *Psychiatric Services; Psychiatrists; Questioning Techniques; *Rehabilitation Counseling
IDENTIFIERS- *Behavioral Interviews

Psychiatric rehabilitation differs from traditional approaches to mental health, because it places much greater emphasis on the importance of the person's relationship with the environment. In psychiatric rehabilitation, the importance is not placed on finding a cure for the client's mental illness; rather, what matters is the ability to hold a job, to live independently,

ED 394 119 CG 026 990

Tanksley, Mary Dennard
Improving the Attendance Rate for African American Male Students in an After School Reading Program through Parental Involvement, Positive Male Role Models, and Tutorial Instruction.
PUB DATE- 95
NOTE- 36p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- After School Education; *After School Programs; *Blacks; Elementary Education; *Males; Parent Participation; *Parents as Teachers; Reading Attitudes; *Reading Programs; Role Models; Student Motivation; Student Participation; *Tutoring; Tutors
IDENTIFIERS- African Americans

This practicum was designed to improve the attendance rate for African American male students in the After School Reading Is Fundamental (RIF) program. The attendance rate for male students was far below that of female students. The following strategies to increase male participation in the reading program were developed: local businesses and foundations were sought to fund the program; parent groups were organized to assist with book distributions, field trips, and assembly programs; and African American males were recruited to serve as tutors. Analysis of the data revealed that the attendance rate for African American male students improved. This improvement appears related to both the strong parental involvement in this program and the presence of male role models as tutors. Student interaction with adult males is discussed as a particularly important factor behind the success of this program. Contains 11 references. (Author/TS)

ED 394 120 CG 027 004

Eisner, Elizabeth; And Others
Preparing Your Child for College: A Resource Book for Parents: 1996-97 Edition.
PUB DATE- 96
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Admission; *College Bound Students; College Choice; *College Preparation; Financial Needs; Higher Education; Money Management; Parent Financial Contribution; *Parent Materials; Parent Role; *Paying for College; *Postsecondary Education; *Resource Materials; Student Financial Aid

This resource book is designed to help parents plan ahead, with their child and child's teachers and counselors, to ensure appropriate academic preparation for college. Planning financially for the costs of a college education is addressed. A question and answer format addresses topics related to each chapter heading. Chapters and topics addressed are: (1) General Questions About College: Why attend college? What types of colleges exist? What kinds of jobs are available to college

ED 394 140 CS 012 449

Walsh, Cynthia
Twenty Minutes a Day Keeps Illiteracy Away.
PUB DATE- 1 Dec 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Beginning Reading; Early Experience; *Emergent Literacy; Habit Formation; Illiteracy; Learning Activities; *Parent Role; *Reading Aloud to Others; *Reading Attitudes; *Reading Habits; *Reading Motivation
IDENTIFIERS- Family Literacy

One of the most common worries children's parents have is how well their children are learning to read. Introducing children to the joys of reading depends not only on the teachers, but on the parents. The most effective way parents can teach children how to read and to love reading is to read to them and, later, with them. Jim Trelease, author of the best-selling "Read-Aloud Handbook," reported that teachers who read aloud to the class had a significantly higher rate of avid readers than those who did not. Teachers should also encourage self-expression in students' writing assignments, not perfection. Trelease states that instead of concentrating only on teaching children how to read, they should be taught to want to read. Parents should read to their children at least 20 minutes every day, to promote daily reading as a habit and part of a healthy lifestyle. (CR)

ED 394 141 CS 012 455

Norstad, Eric
McGuffey's Readers.
PUB DATE- 27 Oct 95
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Historical Materials (060)
DESCRIPTORS- *Educational History; Educational Objectives; Instructional Effectiveness; *Reading Instruction; *Reading Materials; Spelling Instruction; *Textbooks; United States History
IDENTIFIERS- *McGuffey Readers

McGuffey's "Eclectic Readers" were a pervasive educational influence for almost 100 years in America and over 122 million copies were published before their use began to decline in the 1920s. Originally the work of William Holmes McGuffey, born in 1800 and raised on the Ohio frontier, the first McGuffey's readers appeared in 1837: a primer, four readers, and a speller. The readers had pictures on every page and stories almost always had a moral and a connection to God. Eventually 6 graded readers were produced and revised frequently over the next 83 years; they have never actually gone out of print and, as of 1978, were still in use. McGuffey's readers helped standardize education, spelling, and language. Their success at helping to shape the morality, culture, and literacy of American children presents a fascinating and instructive lesson

ED 394 160   CS 509 247

Minch, Kevin M.
Redefining "Communication" for the Basic Course Student: Helping Undergraduates to Conceive of Computer Messages as Communication.
PUB DATE- 20 Nov 95
NOTE- 14p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Mediated Communication; *Computer Uses in Education; Educational Change; Higher Education; *Introductory Courses; *Speech Communication; Speech Curriculum; Undergraduate Students
IDENTIFIERS- *Communication Context; *Computer Users; Cyberspace; Electronic Media

In this pivotal time in the 20th-century electronic revolution, when electronic communication is becoming more widespread and affordable, it is certainly worth while to consider the implications that computer mediated communication has for the basic course student's understanding of the communication process. There is a growing need to address communication which takes place in cyberspace. Traditionally, the linear method, with communication taking place within a context having 3 dimensions--physical, psycho-social, and temporal--has been used to teach communications. There is no physical dimension, nor a sense of temporal relativity, in cyberspace. Even the psycho-social context is difficult to evaluate, given that messages are emotionless and text-driven and anonymity is prevalent. Educators need to convey to students the importance of and differences highlighted by computer mediated communication. Students should be encouraged to get e-mail accounts and to use e-mail to contact teachers about problems and set up special appointments. Instructors should also utilize examples of electronic communication to illustrate the steps in the communication process and expand upon discussions of timeframe and how it influences understanding of messages. Finally, everyone involved in the teaching of the basic speech course can emphasize the breadth of the communication process. Electronic communication further bends the definitions of some of the terms traditionally used to define communications and challenges teachers to broaden their horizons as educators in the field of speech. (Contains 11 references.) (CR)

ED 394 161   CS 509 250

Sherzer, Dina, Ed.; Sherzer, Joel, Ed.
Humor and Comedy in Puppetry: Celebration in Popular Culture.
PUB DATE- 87
NOTE- 155p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- *Audience Response; Comedy; *Creative Expression; *Cultural Activities; *Cultural Context; Foreign Countries; Humor; *Popular Culture; *Puppetry
IDENTIFIERS- Theater History; Theater Research; *Traditional Oral Literature

ED 394 178 EA 027 496

Partnership School Design.
PUB DATE- 94
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; Cooperative Learning; Curriculum Design; *Educational Innovation; Educational Philosophy; Educational Technology; Elementary Secondary Education; *Nontraditional Education; *Partnerships in Education; *Privatization; *School Organization

This handbook describes the Edison Project, a private company that was formed in 1991 to establish partnerships with school districts across the United States. The Edison Project tailors Edison's school design to the local community's needs; upgrades school facilities and brings in sophisticated technology; takes responsibility for daily operation of the school; is accountable to the local community for improving student achievement; and is compensated the amount currently spent by the community for each student's education. The Project creates small schools-within-a-school, called academies. Other features include nontracked student grouping, decentralization, and a year-round calendar. The handbook describes the Edison Project's mission and philosophy, school organization, curriculum, instructional philosophy, system for assessment and accountability, professional-development plan, use of educational technology, the role of families, and central support services. A list of project creators is included. (LMI)

ED 394 179 EA 027 497

Student Standards for the Junior Academy.
PUB DATE- 94
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; *Educational Innovation; *Humanistic Education; Integrated Curriculum; *Intermediate Grades; Nontraditional Education; Privatization; *Progressive Education

This handbook describes the curriculum and academic standards of the Edison Project's Junior Academy for students aged 11-14. The academy features a student-centered environment, daily meetings in advisory groups, family involvement, exposure to the "Greats"--world-changing ideas, outstanding works of art from different cultures, and key technological innovations; project-based teaching and learning; an integrated curriculum; flexible grouping and scheduling; student access to technology; and ongoing student assessments. The handbook describes project standards and curriculum for each of the following disciplines: history/social science; language arts; fine arts; mathematics and science; character education; physical fitness and health; and practical arts and skills. A list of acknowledgments is included. (LMI)

ED 394 180 EA 027 498

Ball, Stephen J.

ED 394 197 EA 027 520

Pechman, Ellen M.; Turnbull, Brenda J.
Integrating State Systemic Reforms and Chapter 1 Programs: Insights from Early Initiatives. Final Report.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE- 95
NOTE- 152p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; Curriculum Development; *Educational Assessment; Educational Innovation; Elementary Secondary Education; Federal Programs; Federal State Relationship; Program Evaluation; *State Standards; *Student Evaluation
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1

This report examines the effects of early efforts to link the Elementary Secondary Education Act's (ESEA's) Chapter 1 (now Title I) programs to state and district education reforms, which are standards-based. The report focuses on how Chapter 1 standards and accountability requirements connect with new state-level standards, curricula, and assessments for all children; how new curriculum frameworks and higher standards are changing teaching and learning in Chapter 1 programs; how new state assessments track individual student progress and improve overall program accountability; and how successfully integrated Chapter 1 programs and evolving systemic reforms can provide lessons for Title I policy. Data were gathered during visits to five state departments of education and nine districts within the states of Arizona, California, Kentucky, Maryland, and New York. Reforms had been implemented at each site for three or more years. Key findings include the following: Leading-edge states and districts have attempted to link changes in Chapter 1 to their own reform efforts; the implementation of standards and new assessments is a slow and unstable process; the states have disseminated documents that outline achievement and expectations, but these vary in depth, breadth, and the amount of information they provide about curriculum and pedagogy; The Chapter 1 program is a valuable resource for capacity building in several states and districts; and local leadership depends on effective management and community involvement. Appendices contain an overview of program linkages in the case study districts, a table showing the status of new assessment development in case study states, and examples of data reported for state assessment and accountability programs. (Contains 67 references.) (LMI)

ED 394 198 EA 027 522

Dunn, David
Charter Schools: Experiments in Reform.
PUB DATE- Jun 94
NOTE- 25p.; For an updated version of the report, see EA 027 523.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Accountability; *Charter Schools; *Decentralization; *Educational Innovation; Elementary Secondary Education; Governance; Nontraditional Education;

ED 394 218 EA 027 832

A Back to School Special Report: The Baby Boom Echo.
PUB DATE- 21 Aug 96
NOTE- 33p.; Report presented at a news conference by Richard W. Riley, U.S. Secretary of Education (Washington, DC, August 21, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140),Numerical/Quantitative Data (110)
DESCRIPTORS- Demography; Diversity (Institutional); Elementary Secondary Education; *Enrollment Influences; *Enrollment Projections; Enrollment Rate; *Enrollment Trends; Equal Education; Futures (of Society); Higher Education; *School Demography

In this news release, United States Secretary of Education Richard W. Riley states that a record 51.7 million students will enter the nation's classrooms in the Fall of 1996. Enrollment is expected to reach 54.6 million students in public and private elementary schools in the year 2006. The Secretary noted that nationwide about 190,000 additional teachers and some 6,000 more schools will be needed over the next 10 years to accommodate what demographers call the "baby-boom echo"--the children of the so-called baby-boomer generation who are now in school. States expected to experience an overall jump of more than 10 percent in enrollments over the next decade include Alabama, Alaska, Delaware, Hawaii, Maryland, Oregon, and Washington. In all, 33 states will have rising enrollments. Secretary Riley cited four factors for rising enrollments--a delay in marriage and child bearing among baby boomers, a higher birth rate among minorities, immigration, and students staying in school longer. High school enrollment will increase by 15 percent nationwide over the next decade, and the number of students attending America's colleges will grow by some 2 million. Riley asserts that if American society provides all students with the skills and knowledge demanded by the jobs of the next century, America can expect rising incomes and solid economic growth. Methodological notes, 12 figures, and 8 tables are included. (LMI)

ED 394 219 EC 304 715

Sipsas-Herrmann, Athanasia; And Others
The Differential Effects of Fiction and Nonfiction Literature: Increasing Acceptance of Children with Disabilities.
PUB DATE- Mar 96
NOTE- 22p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (Atlanta, GA, March 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; *Bibliotherapy; Books; Childrens Literature; Class Activities; *Disabilities; Discussion (Teaching Technique); Fiction; Instructional Effectiveness; Intermediate Grades; Nonfiction; *Peer Acceptance; *Student Attitudes
IDENTIFIERS- *Attitudes toward Disabled

A bibliotherapy intervention was used to foster acceptance of children with disabilities by their nondisabled peers. The study involved 247 regular students in fourth, fifth, and sixth grade non-integrated classrooms at one elementary school.

ED 394 238 EC 304 758

Trupin, Laura; And Others
Medical Expenditures for People with Disabilities in the United States, 1987. Disability Statistics Report 5.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Dec 95
NOTE- 210p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Age; Children; Daily Living Skills; *Disabilities; *Expenditures; *Health Care Costs; Independent Living; *Medical Services; Sex; Socioeconomic Status
IDENTIFIERS- *National Medical Expenditures Survey

This report presents detailed tables on the medical expenditures of people, from young children to older adults, who are limited in activity or who need assistance in activities of daily living. It uses data from the 1987 National Medical Expenditures Survey and compares these with 1993 estimates. Tables of results are presented on: (1) total and per capita medical expenditures by type of expenditure, activity limitation status, gender, age, sociodemographic characteristics, self-reported health status, and work disability status; and (2) sources of payment for medical expenditures by age group, activity limitation status, and sociodemographic characteristics. Highlights include: 17 percent of the non-institutionalized population are limited in activity and account for 47 percent of total medical care expenditures; 11 percent of these individuals have expenditures of $10,000 or greater; total per capita expenditures are over four times greater for people with activity limitations than for people with no limitations; people limited in activity represent 38 percent of hospitalized persons and 57 percent of expenditures for hospitalization; per capita medical expenditures for white children with activity limitation are nearly twice those for black children; and 4 percent of the non-institutionalized population requires assistance in activities of daily living. An appendix provides standard error data. (DB)

ED 394 239 EC 304 759

Kloos, Eric
Minnesota Deaf-Blind Technical Assistance Project. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 31 Dec 95
NOTE- 114p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Cooperative Programs; *Deaf Blind; Disability Identification; Education Work Relationship; Elementary Secondary Education; Family Involvement; Inservice Teacher Education; Institutes (Training Programs); *Outreach Programs; Parent Education; Parent Participation; Preschool Education; Special Schools; *State Programs; Student Placement; *Technical Assistance; Transitional Programs
IDENTIFIERS- *Minnesota

This final report describes activities and accomplishments of the

ED 394 257 EC 304 777

Coulter, W. Alan
Alarming or Disarming?: The Status of Ethnic Differences within Exceptionalities.
PUB DATE- Apr 96
NOTE- 27p.; Paper presented at the Annual Convention of the Council for Exceptional Children (74th, Orlando, FL, April 1-5, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability Identification; *Black Students; *Disabilities; Disability Identification; Elementary Secondary Education; Equal Education; Ethnic Groups; *Gifted; *Incidence; Minority Group Children; *Racial Composition; School Demography; School Districts; Special Education; State Surveys; *Student Placement; Talent
IDENTIFIERS- African Americans; *Disproportionate Represntation (Spec Educ)

This paper examines the issue of disproportion and related controversies of ethnic representation within exceptionalities in special education programs using 1993-94 data on African-American and White students from a southern state. The study defined a significant disproportion as an ethnic representation in a disability category which exceeded 10 percent of the group's representation in the general public school population. A significant disproportion for the gifted and talented category was determined whenever the ethnic representation was less than 10 percent of the group's representation in the general school population. Results indicated that 28 of the 66 local education agencies (LEAs) showed disproportionate representation of African Americans in special education overall. In traditional socially determined disabilities (learning disabilities, emotional or behavioral disorders, and mental disabilities), 62 of the 66 LEAs showed disproportionate numbers of African-American students in these programs. In traditional biologically determined disabilities (orthopedic, deaf, and visually impaired), the disproportionate representation for African Americans was found to be substantially lower. Additional data indicate varying degrees of disproportionate representation in the categories of speech impairments, other health impaired, autistic, multiple disabilities, hard of hearing, and noncategorical preschool. Additionally, 59 of the LEAs showed disproportionate underrepresentation of African-American students in gifted and talented programs. (Contains 30 references.) (DB)

ED 394 258 EC 304 778

McNeil, Mary E.; And Others
Celebrating Diversity in Our Schools: Education for Responsibility.
PUB DATE- Apr 96
NOTE- 35p.; Paper presented at the Annual Convention of the Council for Exceptional Children (74th, Orlando, FL, April 1-5, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; American Indian Culture; Asian

ED 394 275 FL 023 617

Hartman, Donald D.
Policies and Procedures for Foreign Exchange Agencies. First Edition.
PUB DATE- 95
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrative Policy; *Admission Criteria; Advertising; Agency Role; Classification; Educational Objectives; Elementary Secondary Education; *Foreign Students; Graduation Requirements; *International Educational Exchange; *Orientation; Orientation Materials; Public Policy; School Responsibility; *Student Exchange Programs; *Study Abroad; Travel

The guide details the policy of the Jefferson County (Alabama) Board of Education policy concerning international exchange of students (travel both to and from United States) in elementary and secondary grades. The first section specifies the standards by which the county will evaluate all international exchange agencies concerning structure, participant and host family screening, travel arrangements and health insurance, contractual responsibility, and compliance with applicable government regulations. Three categories of foreign student are then defined: elementary and middle school students; secondary school students whose work in the United States will not count toward graduation requirements; and secondary school students whose work will count toward graduation requirements in their native country. Educational policies for each group are discussed. Limitations of the county's responsibility, and the county's expectations of the sponsoring agency, are also specified. Guidelines for pre-travel orientation are offered, and "in loco parentis" policy is specified. (MSE)

ED 394 276 FL 023 621

de Reuse, Willem Joseph
Siberian Yupik Eskimo: The Language and Its Contacts with Chukchi.
PUB DATE- 94
NOTE- 494p.
LANGUAGE- English
EDRS Price- MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Diachronic Linguistics; Discourse Analysis; Eskimo Aleut Languages; Foreign Countries; Grammar; *Language Patterns; Language Research; *Language Variation; *Linguistic Theory; Morphology (Languages); Sociolinguistics; Syntax; Uncommonly Taught Languages; *Verbs; *Yupik
IDENTIFIERS- Alaska; *Chukchi; *Language Contact; USSR

The study provides a description of the verbal derivational suffixation, postinflectional derivation, enclitics, and particles of the Central Siberian Yupik Eskimo language as spoken on St. Lawrence Island, Alaska and on the coast of Chukotka, in the Soviet Union. It also shows how these elements participate in a network of four tightly-knit grammatical susbsystems (verbal derivational suffixation; discourse enclitics; inflectional verbs moods; and adverbial and conjunctional particles borrowed from Chukchi, a neighboring Paleo-Siberian language), presents implications of the

ED 394 296 FL 023 692

Kelly, Patricia R.; And Others
Progress of First and Second Language Learners in an Early Intervention Program.
PUB DATE- Apr 95
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Child Language; Elementary Education; English; Grade 1; Language Acquisition; Language Experience Approach; Primary Education; *Reading Programs; Second Language Instruction; Second Language Learning; Spanish Speaking; Written Language
IDENTIFIERS- *California

This report summarizes the results of three studies concerning the Reading Recovery or Descubriendo la Lectura program with first-grade California students. Studies were conducted using state-wide data obtained during 1993-94 programs to determine if the program was an effective intervention for children with difficulty in learning to read. The three groups of children were English-only speakers, Spanish-only speakers, and non-English speaking children learning English using the program. Children were selected from the lowest 20 percent of first-grade classrooms in combination with teacher recommendations and results on three of six sub-tasks on Clays' Observation Survey: writing vocabulary, hearing and recording sounds in words, and text reading. Children were surveyed at the beginning and end of the program. Results indicated that 76 percent of children reached the average reading level and were discontinued from the program; average number of lessons needed was approximately 65 days. Of the three sub-tasks, greatest continued growth was found in the children's ability to read continuous text as measured by the text reading sub-task. It was concluded that the program was a useful and successful short-term intervention for these populations of first-graders at risk. (Contains 16 references.) (NAV)

ED 394 297 FL 023 693

Vilke, Mirjana
Children and Foreign Languages. Report.
SPONS. AGENCY- Council for Cultural Cooperation, Strasbourg (France).
PUB DATE- 95
NOTE- 55p.; Report prepared from the European Teachers' Seminar (Zagreb, Croatia, May 4-7, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; English; Foreign Countries; French; German; International Cooperation; *International Educational Exchange; Italian; Language Teachers; *Professional Development; *Second Language Instruction; *Second Language Learning; *Teacher Workshops
IDENTIFIERS- Austria; *Council of Europe (France); *Croatia; England; France; Germany; Scotland

This report evolved from the results of a Croatian project of introducing foreign languages (English, French, German, and

ED 394 315 FL 023 716

Evaluation en francais de base: La production orale et ecrite, secondaire 1 et 4, 1993. Rapport global (Basic French Assessment: Speaking and Writing Skills, Senior 1 and 4, 1993. Final Report).
PUB DATE- Sep 95
NOTE- 152p.; For related documents, see FL 023 714-715. Printed on colored paper.
LANGUAGE- French
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Curriculum Development; Educational Objectives; Elementary Secondary Education; Foreign Countries; *French; Inservice Teacher Education; Instructional Effectiveness; Instructional Materials; Language Tests; Oral Language; Program Evaluation; Research Needs; Secondary Education; *Speech Skills; *State Standards; Student Evaluation; Testing; *Writing Skills; Written Language
IDENTIFIERS- Canada; *Manitoba

The report, entirely in French, details an assessment of the extent to which Manitoba schools are meeting the learning objectives for speaking and writing skills specified for senior (secondary) levels 1 and 4 in the basic French curriculum for the province. For each level and skill area, a random sample of students representing urban and rural school populations was selected. Measurement instruments were developed, piloted, and administered to each subject group in the spring of 1993. Results were analyzed and are presented here in summary form. It is concluded that speaking skills were met satisfactorily at the senior 4 level, but that objectives at other levels in speaking and writing skills were not met. However, despite the poor results, it is felt that the basic French teaching situation in Manitoba has positive aspects that can be emphasized to improve student learning. Specific recommendations are made for administration at the provincial level, for French teachers, to school divisions and principals, to faculties of education, and to students concerning the curriculum, instructional materials, assessment and evaluation, professional development, and the national core French study. Extensive data tables and analyses are included here. (Contains three references.) (MSE)

ED 394 316 FL 023 717

Davis, Diane Talley, Ed.; And Others
Involving All Families: An Annotated Bibliography of Materials for Families Available in Languages Other than English.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 95
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- American Sign Language; Annotated Bibliographies; Cambodian; Caregiver Role; Child Role; Chinese; Family (Sociological Unit); *Family Life Education; *Foreign Language Books; French; *Instructional Materials; Kinship; Lao; Library Catalogs; Multilingual Materials; Parenthood Education; Parenting Skills; Portuguese; *Reference Materials; Resource Materials; Russian; Second Language Learning; Spanish;

ED 394 335 FL 023 746

Liao, Xiaoqing
Communicative-Cognition Method: A TESOL Eclecticism with Chinese Characteristics.
PUB DATE- Mar 96
NOTE- 100p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (30th, Chicago, IL, March 1996).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chinese; Classroom Techniques; *Communicative Competence (Languages); Cross Cultural Training; *Cultural Context; *Cultural Traits; *English (Second Language); Foreign Countries; Grammar Translation Method; Second Language Instruction
IDENTIFIERS- *China

It is argued that a method for teaching English to speakers of other languages (TESOL) combining the communicative approach with the traditional grammatical orientation and Chinese teaching traditions may be more effective than any one of these single approaches in the Chinese educational and cultural context. The resulting approach is termed the communicative-cognition method. First, the grammar-translation method is criticized for its stress on language usage and its under-emphasis of communicative language use. The communicative approach is found to reflect better both the nature of language and the process of language learning, but it is noted that in the Chinese educational, cultural, and linguistic environment, and the current eclectic trend of TESOL, the communicative approach should be adjusted somewhat. Communicative competence should be used as the kernel approach, integrating advantages found in other methods and in traditional Chinese teaching. Six basic principles of this method are elaborated: development of both linguistic and communicative competence; use of communicative activities to bridge the communication gap;developing awareness in cross-cultural communication; extensive use of English nd limited use of Chinese; student-centered orientation, with teacher as facilitator; and integrative development of language skills. (MSE)

ED 394 336 FL 023 747

Peltzer-Karpf, Annemarie
Early Foreign Language Learning: The Biological Perspective.
PUB DATE- 29 Jan 96
NOTE- 22p.; Background paper for the Educational Research Workshop on the Effectiveness of Modern Language Learning and Teaching (Graz, Austria, March 5-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Development; *Cognitive Development; Developmental Stages; Elementary Education; *FLES; Language Acquisition; Language Research; Neurolinguistics; Neurological Organization; *Psycholinguistics; Second Language Learning; *Second Languages

ED 394 356 FL 023 791

de Jong, Ester J.
From Marginalization to Integrated Language Minority Education.
PUB DATE- Feb 95
NOTE- 24p.; Paper presented at the Annual Meeting of the National Association for Bilingual Education (Phoenix, AZ, February 14-18, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Articulation (Education); *Bilingual Education; Bilingual Students; Educational Strategies; Elementary Secondary Education; *English (Second Language); Limited English Speaking; Program Design; *Social Integration; Teacher Role; *Teamwork
IDENTIFIERS- *Language Minorities

It is argued that language minority education has generally been perceived as a separate program or model, and as a result has often become marginalized within its larger school setting, which negatively influences students, teachers, and the program. An alternative approach to program design, intended to avoid this marginalization by making language minority education an integral part of the entire school, is proposed. The key elements of such a program are described, including shared responsibility among staff members for all students, a coordinate curriculum with teacher collaboration, and student integration based on the principle of equal status. It is suggested that while this approach requires adjustment on the part of minority students and regular teachers as well as language minority students and specialist teachers, integration can be achieved in only such a setting. The challenges teachers must meet include organizing the classroom for integration rather than "submersion," with organization of tasks that assumes equal capability on the part of language-minority and language-majority students. Contains 40 references. (MSE)

ED 394 357 FL 023 792

Tse, Lucy; McQuillan, Jeff
Culture, Languge, and Literacy: The Effects of Child Brokering on Language Minority Education.
PUB DATE- Apr 96
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Children; Cognitive Processes; *Cultural Context; *English (Second Language); Language Attitudes; *Language Minorities; *Language Role; Language Usage; Limited English Speaking; Literacy; Translation
IDENTIFIERS- *Language Brokering

Three studies of language brokering among linguistic minority (LM) children are reviewed and discussed. In child language brokering, children act as linguistic mediators, not translators or interpreters, for their limited-English-proficient parents and relatives. The purpose of the studies

ED 394 377 HE 029 003

Hirsch, Deborah; Lynton, Ernest
Bridging Two Worlds: Professional Service and Service Learning.
PUB DATE- 95
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Faculty; College Role; *Community Services; Higher Education; Promotion (Occupational); *Public Service; *School Community Relationship; *Service Learning; Student Participation; *Teacher Role; Tenure

This essay argues that proponents of service learning and faculty professional service should join forces to pursue a common agenda of community outreach. It maintains that at a time when colleges and universities are being urged to help solve society's problems, the faculty represents a virtually untapped resource. The current system of promotion and tenure stands as an impediment to faculty involvement in community outreach, however, and institutions need to be able to deploy departments, divisions, interdisciplinary centers, and institutes to work on community problems. The essay concludes that faculty professional service is the bridge that links the realm of service and experiential learning with proponents of rethinking scholarship and faculty roles. Widespread acceptance of experiential learning as well as faculty service and outreach will both flourish when they are recognized as two essential, mutually reinforcing facets of an institutional commitment to link theory and practice, campus and community. (MDM)

ED 394 378 HE 029 004

Sorensen, Stephen; And Others
Increasing Hispanic Participation in Higher Education: A Desirable Public Investment.
PUB DATE- Sep 95
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; College Graduates; *Educational Attainment; Educational Policy; Higher Education; High School Graduates; *Hispanic Americans; *Income; Investment; Racial Differences; *Taxes
IDENTIFIERS- *Public Good

This paper maintains that increasing Hispanic-American participation in higher education is a desirable public investment. It points out that the educational attainment of Hispanic-Americans has not kept pace with their increasing share of the population and the labor force, and that high school and college completion rates are lower than for other groups. This lower level of attainment translates into lower lifetime earnings and decreased tax revenues for federal and state governments. Increasing the college participation level of the cohort of Hispanic-Americans from birth through age 18 to that of White Americans would increase federal tax revenues an estimated $10 billion per year. Increasing the high school and college completion rates of the same cohort to that of White Americans would increase federal tax revenues an

ED 394 396 HE 029 087

Archer, Jennifer; And Others
Motivation To Learn in University Students: Links with Vygotsky's Assisted Discovery.
PUB DATE- 95
NOTE- 16p.; Paper presented at the European Conference on Educational Research (Bath, England, United Kingdom, September 14-17, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *College Instruction; Foreign Countries; Goal Orientation; Higher Education; *Learning Theories; *Mastery Learning; Self Esteem; *Student Motivation; *Teacher Influence; Teaching Methods; Undergraduate Study
IDENTIFIERS- Australia; *Vygotsky (Lev S)

This study examined the role of the university lecturer in fostering the interplay between motivation, confidence, and cognition in students. The focus is on two theoretical frameworks: achievement goal theory for the motivational and confidence aspects and Vygotskian theory for aspects concerning educational development. Achievement goal theory is seen as focusing on either performance (or ego-involved) goals or mastery (or task-involved) goals. Vygotsky's ideas focus on cognitive development as a socially mediated process with the instructor providing guidance in the assisted discovery process. In this study, 55 students enrolled in their first year of an undergraduate course at an Australian university were interviewed individually about their reactions to one of the subjects they were studying: child and adolescent development. Changes were made in the course to emphasize a mastery climate and a more positive approach to learning. Analyses of the interview transcripts revealed congruence between the motivational theory of achievement goals and Vygotsky's theory of educational development. The paper concludes that a lecturer who adopts the mastery goal of wanting students to understand is more likely to employ Vygotskian teaching techniques. (Contains 30 references.) (DB)

ED 394 397 HE 029 088

Cox, Mavis
Relating Theory to Practice in Nurse Education.
PUB DATE- 95
NOTE- 24p.; Paper presented at the European Conference on Educational Research (1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Attitudes; Certification; *Clinical Experience; Foreign Countries; Health Services; Higher Education; *Nursing Education; Teaching Hospitals; *Theory Practice Relationship
IDENTIFIERS- England

This paper studies the perceptions of clinically based registered nurses in England concerning the role of the nurse teacher in different clinical areas at two National Health Service Hospital Trusts served by a single College of Nursing and

ED 394 413 HE 029 107

Higbee, Jeanne L., Ed.; Dwinell, Patricia L., Ed.
Fountains of Opportunity. National Association for Developmental Education Annual Conference Proceedings (18th, Kansas City, Missouri, March 2-6, 1994).
PUB DATE- Mar 94
NOTE- 50p.; For the 1993 Proceedings, see ED 369 323.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Compensatory Education; Cooperative Learning; *Developmental Programs; Disabilities; Higher Education; High Risk Students; Humor; *Learning Strategies; Mathematics Instruction; Multicultural Education; Multimedia Instruction; Reading Instruction; *Remedial Instruction; *Remedial Programs; Special Needs Students; Teacher Student Relationship; Videotape Recordings; Writing Instruction

This proceedings publication addresses issues in developmental education at the postsecondary level. Papers are: "Public Relations: Making Videos to Promote Your Program" (Carol H. Bader and Kathy Liles); "Winning Strategies Through Individualized Learning in the Success Center" (Deanna L. Culbertson and Phillip C. Johnson); "Implementing Holistic Approaches in the Community College Reading Center" (Andra L. Dorlac); "Instructional Strategies to Promote Motivation of Developmental College Students" (Margaret Drew); "Integrating Teacher/Student Learning Preferences With Effective Note-Taking" (Dorothy H. Fancher); "A Teaching Excellence Program for Developmental Education" (Christine Hall et al.); "Your Teaching Experiences and Students With Disabilities" (Bonnie MacLean Hodge and Jennie Preston-Sabin); "Transition to College: Leveling the Playing Field" (Marjorie L. Illingsworth and Ronald D. Illingsworth); "Effective Writing Conferences: Teaching and Learning, One to One" (Margaret Kantz et al.); "Opportunity for Developmental Faculty: Videotape Project on Collaborative Learning" (Cathy W. Leist et al.); "Beyond the 3 Rs: Fostering Student Responsibility" (Patricia McClure and Barbara Henry); "Developing Visualization and Spatial Skills" (Jan Melancon); "MBTI Learning Style Preferences and Mathematics Instruction Methods" (Dorothy C. Newman and Charlotte Matthews); "Humor in the Mathematics Classroom? But Seriously" (Chuck Nicewonder); "Establishing a Training Program for Learning Assistants" (Gary M. Parilis and Bob Nelson); "Adult Literacy Models: Incorporating Creative and Critical Thinking Development" (Emily Miller Payne and Barbara G. Lyman); "On Seeing Black Through Both Blue and Brown Eyes" (Patricia T. Price et al.); "The Role of Institutional Support in Developmental Student Retention" (Ruth Salter and Ann Gray Noblett); "Producing and Utilizing Multicultural Videos in Developmental Writing" (Jaime Sanchez and Annette Sanchez); and "Successful Experiences and Outcomes of Cooperative Learning" (Donna Saye and Tammy Abbott). (Individual papers contain references.) (NAV)

ED 394 414 HE 029 108

Higbee, Jeanne L., Ed.; Dwinell, Patricia L., Ed.
Architects of the Future. Selected Conference Papers, Volume 1. National Association for Developmental Education Annual Conference Proceedings (19th, Chicago, Illinois, February 22-26, 1995).

workshop goals. Section 2 contains 18 case studies, some of which were written by workshop participants and others reprinted from newsletters and other sources. The case studies report on environmental education projects and workshops in the following countries: Ethiopia, Uganda, Uruguay, Canada, Argentina, Cameroon, Brazil, Lesotho, South Africa, Chad, Botswana, Bolivia and India, the Netherlands, Italy, Hungary, Sri Lanka, and Hong Kong. The third section consists of background materials on environmental education that can be used as references for training workshops. Some of the topics covered include the following: the history and definition of environmental education, basic concepts of environmental education, nonformal environmental education, planning environmental education at the national level, principles of environmental citizenship, principles of adult education, adult education program planning and design, needs assessments, the adoption and diffusion of new ideas, changing behavior, urban problems and environmental education, more on urban environmental education, teaching global change through environmental education, round tables--an approach to decision making, how to build consensus, producing environmental education materials, using computers in environmental education, and environmental education networks. Section 4 provides sample worksheets that can be used in training workshops. The final section lists resources such as magazines and newsletters, environmental education centers, and other information and 27 references. Three appendixes contain the following: the Treaty on Environmental Education for Sustainable Societies, the Pre-workshop questionnaire for the Philippines workshop and the agenda for the Philippines workshop, and four background papers--"Workshop Goals Proposed by the Meeting of Experts at Curacao, Netherlands Antilles, May 12-18, 1994"; "SEED'ing for a Liberative Adult Education in Environment in the Asian South Pacific Region" (Noel C. Duhaylungsod); "Trends and New Projects for Environmental Education in Germany" (Heino Apel); and "Adult Environmental Education: A Regional Report for North America" (Mark A. Burch). (KC)

ED 393 965 CE 071 199

Leith, D. Malcolm
Making Connections: The Link between Training and Education.
PUB DATE- Jan 96
NOTE- 4p.; "NAWDP Advantage" is a publication of the National Association of Workforce Development Professionals.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Educational Objectives; *Education Work Relationship; *Job Training; *Labor Force Development; Teaching Methods; *Training Methods; *Training Objectives

The primary goal of work force development--meaningful job placement--may appear to be narrower than the broad social and personal goals of education; however, education and work force development share common functions, content, and objectives. The training process in work force development involves many of the major functions of a formal education process: teaching, curriculum development, assessment, and counseling. The content of work force training is becoming increasingly educational as work force development responds to higher levels of literacy required by the economy. Given the common functions and content of education and work force development, it is not surprising productivity, total factor productivity, or value-added measures. Administered by the U.S. Bureau of the Census as a telephone survey to a nationally representative sample of private establishments with more than 20 employees in both the manufacturing and nonmanufacturing sectors, the National Center on the Educational Quality of the Workforce's National Employer Survey represents a unique source of information on how employers recruit workers, organize work, invest in physical capital, and use education and training in the workplace. What makes this survey different from most other training surveys is its ability to examine the impact that all these factors have on the output of establishments and the wages of workers. A total of 1,621 of the 2,441 eligible manufacturing establishments returned completed surveys. Findings of the manufacturing part of the survey indicate that most employers provide some type of formal training program. Employers who have adopted some characteristics of "high performance work systems" and have made large investments in physical capital or have hired workers with higher average educational level are more likely to train workers within their establishment. The determinants of the proportion of workers trained look similar to those of the probability of offering formal training. The type and source of training are important determinants of the impact of training on productivity. (Contains 25 references.) (YLB)

ED 393 984 CE 071 276

Lynch, Lisa M.; Black, Sandra E.
Beyond the Incidence of Training: Evidence from a National Employer Survey. EQW Working Papers WP35.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 40p.; For a related document, see CE 071 275.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Employer Employee Relationship; Industrial Training; *Inplant Programs; Inservice Education; *Job Training; *Labor Force Development; *Manufacturing Industry; *Outcomes of Education; *Productivity; Staff Development; Vocational Education

The National Center on the Educational Quality of the Workforce's National Employer Survey represents a unique source of information on how employers recruit workers, organize work, invest in physical capital, and use education and training in the workplace. The U.S. Bureau of the Census administered it as a telephone survey to a nationally representative sample of private establishments with more than 20 employees in both the manufacturing and nonmanufacturing sectors. Of the 3,358 establishments contacted, completed surveys were received from 1,621 manufacturing firms and 1,324 nonmanufacturing firms. Findings indicate that most employers provide some type of formal training program. Employers who have adopted some characteristics of "high performance work systems" and have made large investments in physical capital or have hired workers with higher average educational level are more likely to train workers within their establishment. Most employers are more likely to provide specific training, such as orientation for new workers, health and safety, and new methods or procedures training, rather than numeracy, literacy, and basic education. The type of training program offered varies considerably by employer size and industry. The determinants of outcomes was examined through a literature review and an econometric analysis of the effects of various characteristics of the schooling experience on students' labor market performance after high school. Data from the National Center on Education Statistics' longitudinal survey of students (High School and Beyond 1980), were subjected to a number of regressions using two different models. It was discovered that schools make a difference in the labor market performance of those graduates who enter the labor market directly after high school. Some particular characteristics were identified as affecting earnings; however, the aggregation of the school characteristics assembled did not decisively explain differences in the job market performance. Attending a school where up-to-date local job listings were available and information on finding a job was provided, higher family income, higher school test scores, and participation in academic education were all linked with higher postschool earnings, whereas per-pupil expenditure, class size, teacher salaries, and teacher experience were not. (Appended are the following: summary of relevant studies; sources/definitions of variables; means and standard deviations for variables used in the regressions; and the two models.) (MN)

ED 394 003 CE 071 309

Vocational Rehabilitation. Better VA Management Needed To Help Disabled Veterans Find Jobs. Report to the Chairman, Committee on Veterans' Affairs, U.S. Senate.
PUB DATE- Sep 92
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agency Cooperation; *Disabilities; *Employment Programs; *Job Placement; Outcomes of Education; Program Administration; Program Effectiveness; Program Improvement; Public Agencies; *Veterans; *Vocational Rehabilitation
IDENTIFIERS- *Department of Veterans Affairs

The General Accounting Office examined the effectiveness of the vocational rehabilitation program administered by the Department of Veterans' Affairs (VA) in helping disabled veterans obtain and maintain employment. Data were obtained from the following sources: analysis of the VA's nationwide database on all program applicants and their progress; site visits to four VA field offices; and interviews with officials of the VA and other agencies involved in rehabilitating disabled individuals. The VA's vocational rehabilitation program was determined to be focused on sending veterans to training rather than on finding them suitable jobs, and its relationships with other departments/agencies that offer job search activities were found to have yielded only limited job search assistance for disabled veterans. Of the 202,000 veterans (of 276,500 applicants) deemed eligible for the VA vocational rehabilitation program between October 1983 and February 1991, 142,600 (71%) later dropped out, 48,450 (24%) were still in the program, and 10,950 (5%) had been rehabilitated. It was concluded that existing VA standards for measuring service do not challenge VA staff to provide better service and that better VA management is needed to help disabled veterans find jobs. (Appended is a list of major contributors to the report.) (MN)

ED 394 004 CE 071 312

use of that care career as a foundation to build a thriving entrepreneurial career; and always keeping a dream career in sight. Part 1: "The Core Career," looks at these topics: the end of corporate loyalty; old theories about work and careers; a blueprint for success in the new world of work; why layoffs will continue and what to do about it; emerging job opportunities; successful core career behaviors; and career management techniques. Part 2: "The Dream Career," examines the relationship between buoyancy and career dreams and provides dream career blueprints. Part 3: "The Entrepreneurial Career," considers the characteristics of the new entrepreneurs and how to start a business enterprise. Part 4: "Beating the Odds," explains how to design a personal work-life buoyancy plan. Three appendixes contain information on the education options for staying abreast of change, when a layoff can pay off, and legal work-for-hire and nondisclosure agreements. Contains a list of 146 resources also available. (KC)

ED 394 024 CE 071 359

Schein, Edgar H.
Career Survival: Strategic Job and Role Planning. Pfeiffer Career Series.
PUB DATE- 95
NOTE- 113p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; *Career Development; Career Planning; Employer Employee Relationship; Job Analysis; *Job Development; Job Satisfaction; *Organizational Change; *Organizational Development; Participative Decision Making; Quality of Working Life; Role; *Staff Development

This book was designed to help managers and employees to decipher the two crucial elements in work design and human resource planning: the role network that surrounds every position and the key stakeholders whose expectations define the essence of the job. It provides a structured process for analyzing one's own job as well as the jobs of subordinates and peers. The process is intended to help executives, managers and employees track how roles in their organizations are changing and communicate these changes to future job holders as well as adapt to changing roles in a turbulent environment. The first two chapters of the nine-chapter book provide an overview of job and role analysis and planning. The remaining seven chapters offer a step-by-step process that explores how to do the following: inventory current job and roles; identify changes in the environment; assess environmental impacts on stakeholder expectations; determine the impact on job and roles; redefine job requirements; extend the strategic job and role planning activity; and understand why job and role planning is critical to the future. Contains an index and 22 references. (KC)

ED 394 025 CE 071 361

Krannich, Caryl Rae; Krannich, Ronald L.
Dynamite Networking for Dynamite Jobs. 101 Interpersonal, Telephone and Electronic Techniques for Getting Job Leads, Interviews and Offers.
PUB DATE- 96
NOTE- 198p.; Revised edition of "The New Network Your Way to Job and Career Success."
LANGUAGE- English

following topics are discussed in the guide's five chapters: role of skills as the keys to success (the challenge of getting a good job, the different types of skills required for high-paying jobs, the special importance of foundation skills, and special skills for different clusters of occupations); foundation skills (basic skills, thinking skills, people skills, personal qualities); special skills and career planning (choosing a career direction, identifying motivated skills, overcoming stereotypes and life challenges); learning new skills (reaching dreams, using proven strategies to learn new skills, learning skills after high school); and the portfolio as a vehicle for presenting skills. Numerous checklists and forms for students to use in assessing their skills are included throughout the guide. (MN)

ED 394 043 CE 071 403

Cabrera, James C.; Albrecht, Charles F., Jr.
The Lifetime Career Manager.
PUB DATE- 95
NOTE- 254p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adults; *Career Development; *Career Planning; Demand Occupations; Dislocated Workers; Employer Employee Relationship; *Employment Practices; Employment Problems; *Entrepreneurship; *Futures (of Society); Job Search Methods; Job Skills; Self Actualization; *Self Evaluation (Individuals)

This book provides a road map for readers to plan and develop their careers. It suggests self-assessment, setting short- and long-term goals, and working toward identified goals in short increments. Beyond careers, attention is paid to lifestyles and personal values. The book is organized in 17 chapters that cover the following topics: (1) the future is now; (2) common career myths; (3) a quick introduction to career management; (4) self-assessment--the key to the well-managed career; (5) career finances; (6) setting goals and objectives; (7) alignment; (8) career management in your world; (9) the vertical career path; (10) lateral career moves; (11) new career horizons; (12) a business of your own?; (13) career research; (14) career communications; (15) networking; (16) making decisions and taking action; and (17) getting and staying in front of your career. Two appendixes list 48 research sources and publications and ways to find answers to common questions. (KC)

ED 394 044 CE 071 414

Street, Brian V.
Adult Literacy in the United Kingdom. A History of Research and Practice.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 95
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Developed Nations; Educational Change; *Educational Development; *Educational History; *Educational Research; Foreign Countries; *Literacy Education
IDENTIFIERS- *United Kingdom

fits. It includes insights about how to get the most out of personality inventories, online bulletin boards, internships, and networking. The 10 chapters cover the following topics: (1) making a career choice: an overview of the process; (2) career matchmaking using the Strong Inventory; (3) personality type and career; (4) how to complete a career profile; (5) library research; (6) research in cyberspace; (7) networking your way to your next career; (8) making sense of your research; (9) reality testing your targeted career; and (10) back to school--how to find the right program. Throughout the book, suggestions for further reading and resources are offered. (KC)

ED 394 062 CE 071 455

School-to-Work Outreach Project: 1995 Exemplary Models/Practices/Strategies.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 96
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Demonstration Programs; *Disabilities; *Education Work Relationship; *Employment Services; Models; Program Descriptions; *School Business Relationship; Secondary Education; Special Education; Vocational Education; Youth Programs

This document consists of the nine profiles of exemplary school-to-work models/practices/strategies identified in the School-to-Work Outreach Project in 1995. These profiles are the result of a selection process that occurs four or five times during this 3-year project. The nine programs profiled are as follows: Choice Access, Southfield (Michigan); VECTOR: Vocational Education, Community Transition, Occupational Relations, Plymouth (Minnesota); Work Resource Program, San Francisco (California); Rural Transition Program, Sturgis (South Dakota); Minnesota Milestones, Anoka (Minnesota); Life Skills Transitional Program, Houston (Texas); Job Shadowing, Sarasota (Florida); Futures' Alternative Educational Programs, Middletown (Connecticut); and Connecting Activities, Park Ridge (Illinois). Each profile consists of these components: title, address, and telephone number; contact person; community setting; population served (program/organization, model/practice/strategy); program staff; mission; organization/program context; description; exemplary school-to-work components; what makes it work; and representative client story. (YLB)

ED 394 063 CE 071 462

Ni Cheallaigh, Martina
Hairdresser and Beautician Training in the EU Member States. European Report. CEDEFOP Panorama.
PUB DATE- 94
NOTE- 114p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Admission Criteria; Continuing Education; *Cosmetology; *Educational Opportunities; *Employment Opportunities; *Employment Qualifications; Foreign Countries; Income; Information Sources; Occupational Information; On the Job Training; Postsecondary Education; Salary Wage

"wilderness experience" in counseling, and the implications of spiritual growth within the healing relationship. Particular attention is given to the stages of spiritual development, the wilderness journey, and those factors which contrast a productive, growth-inducing experience with an aimless wandering in an existential void. Contains 24 references. (Author)

ED 394 080 CG 026 864

Evans, Thomas; And Others
An Inexpensive School/Home Intervention Program To Raise Student Achievement.
PUB DATE- 13 Mar 93
NOTE- 20p.; Paper presented at the Conference of Teachers of English to Speakers of Other Languages (San Pedro Sula, Honduras, March 13, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Achievement Gains; At Risk Persons; Behavior Modification; Elementary Education; Elementary School Students; Family School Relationship; *Intervention; Parent Attitudes; *Parent Education; *Parent Student Relationship; Prevention; Program Development; Study Skills; Underachievement
IDENTIFIERS- Honduras; Iowa Testing Programs

A comprehensive strategy targeted to raise student achievement is arguably one of the most important components of any school's vision for improvement. This paper describes a comprehensive intervention program at The San Alejo American School, Honduras (student enrollment: 100). This program was aimed toward raising students' achievement levels while simultaneously preventing their early or continued failure at school. The intervention program had five components: (1) a family-centered study skills workshop; (2) a family-centered reading activities workshop; (3) a school-wide reading campaign; (4) a behavioral modification strategies workshop; and (5) regularly scheduled enrichment sessions between teachers and students in need of additional assistance. Parents were integrally involved in program implementation, and their involvement served as an inexpensive substitute for a high priced intervention program. Additionally, their participation in the program tended to increase parents' sense of ownership for their children's' education, thus providing the program developers with a valuable source of support. This program also led to an improvement in parent-teacher relationships and greater collaboration between teachers. (TS)

ED 394 081 CG 026 876

Bertsch, Dale
The State Aid to Education Formula Enacted by the 1995 Legislature. South Dakota Legislative Research Council Issue Memorandum 95-28.
PUB DATE- 18 Sep 95
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Categorical Aid; *Educational Finance; *Educational Legislation; Elementary Education; Financial Support; Secondary

and to enjoy a reasonably happy life. Interviewing, as it is ordinarily taught, focuses on the thoughts, feelings, and internal responses of the person being interviewed. This paper presents characteristics of behavioral interviewing, an assessment tool designed to identify information of value in helping persons with psychiatric disabilities live more adaptive lives. The behavioral interview approach is two sided, and is consistent with the psychiatric rehabilitation model because both the person and the environment are important focal points in the assessment process. The central defining feature of a behavioral interview is the attempt to elicit objective and verifiable descriptions of events. The following dimensions of behavior about which can be inquired are discussed: frequency, variety, intensity, consequences, amount, rate, direction, latency, conditions, and duration. Contains a table of questions asked in behavioral interviews contrasted with questions typically asked in a standard counseling interview. (JBJ)

ED 394 101 CG 026 932

Jackson, Lesley K.; Roberts, Debra K.
Career Counseling with African Americans: How Far Have We Really Come?
PUB DATE- 27 Jan 96
NOTE- 14p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, January 25-27, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Black Employment; *Blacks; *Career Counseling; Career Development; Counseling Theories; Cultural Background; Cultural Differences; *Cultural Influences; Elementary Secondary Education; Literature Reviews; *Racial Bias; Racial Identification; *Test Bias

Research conducted on career counseling with African Americans has centered on a few main themes. One theme is that career development models and inventories are based upon the White middle-class American male. Therefore, these models may not be relevant for minority individuals. Second, differences between African American culture and majority culture are often overlooked in career counseling. A third theme focuses on the relationship between racial identity development and vocational identity. Suggestions for further research have included examining the impact of socioeconomic status on career choices and considering not only the culture of a student, but also his/her uniqueness as an individual. In addition, a number of recommendations to accommodate the culture of African Americans in career counseling are proposed. First, further research should be conducted on both career development inventories and models to determine their applicability to African Americans. Second, studying the differences between the meaning of work and status for African Americans and for Whites is suggested. Third, African American students should select successful role models for themselves instead of a career counselor doing so. Finally, the relationship between one's stage of racial/cultural identity development and one's level of vocational development can be examined. (Author)

ED 394 102 CG 026 934

Palmer, Helen T.; Hane, Edward Z.

graduates? (2) Preparing for College: What can my child do to prepare academically for college? What can my child do outside the classroom to prepare for college? (3) Choosing a College: How can my child go about choosing a college? (4) Financing a College Education: How much does a college education cost? How can I afford to send my child to college? What are the most common sources of financial aid? Is my child eligible for financial aid? If so, how much? Are there other ways to keep the cost of college down? (5) Long-Range Planning: How do I set up a long-range plan? (6) Important Terms: What terms do I need to understand? and (7) Other Sources of Information: Where can I get more information on the topics discussed in this handbook. Contains 5 exercises and checklists and 10 charts. (JBJ)

ED 394 121 CS 012 403

Phelan, Patricia, Ed.
High Interest--Easy Reading: An Annotated Booklist for Middle School and Senior High School. Seventh Edition. NCTE Bibliography Series.
PUB DATE- 96
NOTE- 126p.; Prepared by the Committee to Revise "High Interest--Easy Reading." For the Sixth Edition, see ED 323 517.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; Annotated Bibliographies; Athletics; Biographies; Family Life; Folk Culture; Friendship; *High Interest Low Vocabulary Books; Middle Schools; Poetry; *Reading Interests; Reading Materials; *Recreational Reading; Secondary Education
IDENTIFIERS- Historical Fiction

Serving as a resource for students, teachers, librarians, and parents, this seventh edition of the National Council of Teachers of English's bestselling booklist for adolescent readers contains over 300 concise annotations. A group of teachers looking specifically for high interest books chose the titles from hundreds published in 1993 and 1994. The titles in the booklist are organized into 19 categories: Adventure; The Animal World; Biography; Dealing with Death; Family Life; Fantasy; Folklore and Legends; Friendship; Growing Up; Historical Fiction; History; How-to Books; Issues of Our Time; Mystery; Poetry; Science; Society; Sports; and Supernatural. An appendix of award-winning books and a directory of publishers are attached. (RS)

ED 394 122 CS 012 405

Brown, Ola M., Ed.
Tips at Your Fingertips: Teaching Strategies for Adult Literacy Tutors.
PUB DATE- 96
NOTE- 131p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Curriculum Development; Learning Strategies; Reading Comprehension; *Reading Improvement; *Reading Instruction; Reading Materials; Scholarly Journals; *Teaching Methods; *Tutoring; Vocabulary Development; Writing Assignments; *Writing Instruction
IDENTIFIERS- Reading Management

for today's educators. (CR)

ED 394 142 CS 012 462

Nicholson, Tom
At the Cutting Edge: Recent Research on Learning To Read and Spell. Studies in Education Series, No. 53.
PUB DATE- 94
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Reading; Early Reading; *Emergent Literacy; Foreign Countries; High Risk Students; Metacognition; Primary Education; Program Descriptions; *Reading Instruction; *Reading Research; Reading Strategies; *Spelling; Tutoring
IDENTIFIERS- New Zealand; *Phonemic Awareness

Taking into account what research says about getting all children off to a better start in becoming literate, this booklet discusses recent "cutting-edge" research in the area of reading and spelling acquisition, focusing on the practical implications. The first part of the booklet notes what happens in the homes of early readers, discusses the content of a phonemic-awareness program for school beginners, looks at some tutoring ideas for at-risk readers, and suggests phonics as a regular part of the beginning reading program, provided it is easy to follow and systematic. The second part of the booklet discusses the situation in New Zealand for children reading to learn, how good readers get better, and "Project Read," a set of metacognitive strategies that can be adapted to any reading level. Contains 66 references and 5 charts. Two appendixes present a list of 44 children's picture books that play with sounds. (RS)

ED 394 143 CS 215 247

Maginnis, Mary
Methods of Teaching Creative Writing in High School: A Review of Recent Literature.
PUB DATE- 96
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cooperative Learning; *Creative Writing; Definitions; High Schools; Journal Writing; *Poetry; Secondary School Curriculum; *Teaching Methods; Theory Practice Relationship; *Writing Instruction
IDENTIFIERS- ERIC; Visiting Authors; Writing about Literature

This survey of literature discusses the content and research methodology of 25 articles on creative writing written since 1988. It is divided into sections covering articles discussing (1) definitions of creativity; (2) theoretical aspects of teaching creative writing; (3) specific teaching methods; (4) journal writing to discuss literature; and (5) how to plan a visiting author's program. The review, containing articles from journals and from ERIC, is weighted more heavily towards the areas of theory and poetry because more literature was available in those areas. Section 1 reviews articles by Gary

This collection of papers is part of a growing scholarly literature dealing with puppetry and other forms of expressive culture which involve people looking at and reframing themselves and their social lives. The collection is intended to contribute to an understanding of the significance of puppetry as a form of popular culture and an appreciation of its exuberance and vitality. Of the many aspects of puppetry worthy of scholarly study, this collection focuses on a central and dominant feature--humor and comedy. The collection contains papers on puppetry around the world and deals with traditional puppetry. Following an introduction by the editors, the papers in the collection are: "Humor and Puppets" (Antonio Pasqualino); "The Cocreation of the Comic in Puppetry" (Frank Proschan); "Verbal Humor in the Puppet Theater" (Dina Sherzer and Joel Sherzer); "The Clown Figure in the Puppet Theater of West Java: The Ancestor and the Individual" (Kathy Foley); "Functions of the Comic Attendants (Panasar) in a Balinese Shadowplay" (Fredrik E. deBoer); "The Form and Function of Humor in the Liege Puppet Theater" (Joan Gross); and "Humor and Anti-Humor in Western Puebloan Puppetry Performances" (M. Jane Young). (NKA)

ED 394 162   CS 509 261

Gaziano, Cecilie
Linkages between Families and Political Extremism: A Theory of the Authoritarian Personality and Family System Dynamics.
PUB DATE- 17 May 96
NOTE- 45p.; Paper presented at the Meeting of the American Association for Public Opinion Research (50th, Salt Lake City, UT, May 17, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attachment Behavior; *Authoritarianism; *Behavior Patterns; Communication Research; Education; *Emotional Development; *Family Influence; *Group Dynamics; *Political Attitudes; Public Opinion
IDENTIFIERS- Dysfunctional Family; Extremism; *Family Systems Theory; Social Movements; Theory Development

This paper seeks to integrate some ideas from family systems theory and attachment theory within a theory of public opinion and social movement. Citing the classic "The Authoritarian Personality," the paper states that the first authorities children know, their parents or other caregivers, shape children's attitudes toward all authorities. The paper argues that family systems and attachment theories demonstrate how authoritarians' families help to form extreme political attitudes, noting that many scholars have viewed the family as a major socialization agent of political attitudes. The paper also notes that education tends to have a negative relationship with authoritarianism, whether defined as tolerance, prejudice, or dogmatism--formal schooling may have a liberating effect on authoritarian attitudes because of increased cognitive development; increased opportunity to meet people of varied backgrounds; and augmented political expertise and understanding of the importance of democratic principles. Future research work on the theory will connect key concepts to social movements--two concepts are especially useful, family "dysfunction" and "multigenerational transmission process." The paper concludes that a systems theory of family socialization,

On the Cusp: Parents Choosing between State and Private Schools in the UK: Action within an Economy of Symbolic Goods.
PUB DATE- 96
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Economics; Elementary Secondary Education; Foreign Countries; *Free Enterprise System; Human Capital; *Parent Attitudes; Private Schools; Public Schools; *School Choice; *Social Class; Social Stratification; Socioeconomic Influences; Socioeconomic Status
IDENTIFIERS- *United Kingdom

School choice is a controversial topic in educational politics in the United Kingdom. This paper focuses on how parents choose between state and private schools. The theoretical framework is based on P. Bourdieu's work, "Distinction" (1986). It is argued that choice is a key mechanism in the uneven accumulation and reproduction of cultural capital through education. Data were derived from interviews with 137 parents who were in the process of choosing secondary education for their children. The paper examines the following themes: comparison of the systems, the tactical choosing of schools, choice location, the role of parental principles and the child's best interests, and cultural resources. Overall, middle-class parents are familiar and comfortable with the mode of consumption operating in the state education system and, further, derive particular advantages from it. The market form valorizes certain types of cultural and social capital that are unevenly distributed across the population. The use of these capitals in choice-making and choice-getting enables certain social groups to maintain or change their position in the social structure. School choice is a critical point of cultural investment in the symbolic economy. A conclusion is that for many of the families, choice of school is a reinvestment or strategy of reconversion to conserve or enhance their class ranking. (Contains 2 tables and 13 references.) (LMI)

ED 394 181 EA 027 502

Hartmeister, Fred
Surviving As a Teacher: The Legal Dimension.
PUB DATE- 95
NOTE- 306p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Collective Bargaining; *Compliance (Legal); Constitutional Law; *Court Litigation; Discipline Policy; *Educational Malpractice; Elementary Secondary Education; Federal Legislation; Freedom of Speech; *Legal Problems; *Legal Responsibility; Sex Discrimination; Student Rights; Teacher Evaluation; *Teacher Rights

This book was designed to serve as a legal resource for secondary and elementary school teachers and prospective teachers. Specifically, the book helps teachers become aware of their legal rights and responsibilities in order to avoid violating others' constitutional and statutorial rights in the classroom, and to assert their personal and professional employment rights. Chapters address the following topics: from classroom to courtroom, employment issues, freedom of expression, student

Performance; Public Schools; School Choice; *State Legislation; State School District Relationship
IDENTIFIERS- *Texas

By March 1994, eight states had adopted charter-school legislation. This report defines the charter-school concept and describes its advantages and disadvantages. Proponents argue that charter schools offer flexibility, decentralized decision making, a performance accountability, and school choice, and increased pressure for change. Opponents charge that charter schools are expensive and that they may reduce teacher salaries and disrupt existing desegregation plans. The report describes the charter-school experiences of eight states and one community--Minnesota, California, Colorado, Georgia Massachusetts, New Mexico, Wisconsin, Michigan, and Baltimore, Maryland. Data were gathered through interviews with one state-level policymaker or education department official from each state. To date, there are no empirical data describing the effects of charter schools on student achievement. The report describes Texas' provisions that incorporate aspects of charter-school philosophy and advocates charter schools for the Texas education system. Considerations to be worked out before attempting to develop charter schools are identified. One chart summarizes the status of implementation of charter-school legislation in the eight states. (Contains 15 references.) (LMI)

ED 394 199 EA 027 523

Dunn, David
Charter Schools: Experiments in Reform. An Update.
PUB DATE- Oct 95
NOTE- 19p.; For an earlier version, see EA 027 522.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Accountability; *Charter Schools; *Decentralization; *Educational Innovation; Elementary Secondary Education; Governance; Nontraditional Education; Performance; Public Schools; School Choice; *State Legislation; State School District Relationship
IDENTIFIERS- *Texas

As of October 1995, 17 states had adopted charter-school legislation. The strength and scope of charter-school laws vary greatly among states. This report describes those state statutes, including the 1995 law passed by the Texas State Legislature. It describes specific provisions of the Texas law, including the home-rule district charter, campus charters, open-enrollment charter schools, and public education grants. Charter laws passed in 1995 by the states of Louisiana, Alaska, Arkansas, Rhode Island, and Wyoming are described. The report briefly describes the status of charter schools in states with older charter laws--California, Colorado, Minnesota, New Mexico, Wisconsin, Georgia, Massachusetts, Michigan, Kansas, and Hawaii. The relative new charter law in Arizona (1994) is also described. A chart summarizing state charter-school legislation and a list of state contacts are included. (LMI)

ED 394 200 EA 027 524

Venture Capital in Ohio Schools: Building Commitment and Capacity for School Renewal.
PUB DATE- 95
NOTE- 69p.
LANGUAGE- English

Treatment students read either fiction or nonfiction literature, followed by discussion of the material. The investigation employed a pretest-posttest experimental design, and examined the difference in effectiveness across fiction and nonfiction genres in promoting positive attitudes toward children with disabilities. Results indicated a weak treatment effect overall, with no difference between groups. However, the sixth grade nonfiction treatment group did show a significant improvement in acceptance. Additionally, girls were more accepting of disabilities than boys across all groups and grades. Children's evaluations of the books utilized for the interventions revealed that nonfiction books were rated higher in terms of acceptability than the fiction books by both fifth and sixth graders, but the opposite was true for fourth grade students. (Contains 26 references.) (Author/DB)

ED 394 220   EC 304 740

Johnson, Donna; Obi, Sunday Christian
Mnemonics: Can You Spell It?
PUB DATE- 93
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Elementary Secondary Education; Instructional Effectiveness; *Learning Disabilities; Learning Strategies; *Memory; Metacognition; *Mnemonics; *Spelling Instruction; Teaching Methods

This article suggests that the use of mnemonic strategies may help learning disabled (LD) students in the area of spelling, which is of particular frustration to most LD students. It has been found that children with learning disabilities do not have a pathological difficulty with long-term memory, but rather a deficiency in the use of metacognitive strategies for memory retrieval. It has been proven that children can be taught to use mnemonic strategies to enhance long-term memory retrieval tasks. By making abstract concepts more concrete, students are better able to remember content in a variety of subjects. However, there has been no research to determine whether these strategies can be used to improve the spelling skills of these students. The article suggests that mnemonic methods such as keyboard, auditory memory, and imaging may prove helpful in teaching LD students to spell. By using the principles of each method and applying it to spelling, LD students may be able to improve their long-term memory in this area. It is recommended that teachers try these methods with all ability students and that more research be done. (Contains 19 references.) (Author)

ED 394 221   EC 304 741

Accardo, Pasquale
The Invisible Disability: Understanding Learning Disabilities in the Context of Health and Education. Occasional Paper 11.
PUB DATE- 96
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

3-year federally supported Minnesota Deaf-Blind Technical Assistance Project. The project provided training and technical assistance, information sharing, and support services to families of children with deaf-blindness. Activities and accomplishments included: collaboration with other projects, on-site technical assistance visits to schools and families, publication of a newsletter, facilitation of greater involvement of parents and families, formation of a Transition Resource Team to identify and address needs in the area of transition, identification of new children with deaf-blindness, efforts to define Free Appropriate Public Education standards for this population, development of a collaborative effort at the Minnesota state schools for the deaf and the blind, collaboration with similar projects in other states, participation in a conference for Usher Syndrome youth, provision of local inservice training for teachers, and implementation of an annual Summer Institute and an annual family weekend. Individual sections of the report describe the project's mission, goals and objectives, problems and resolutions, research and evaluation findings, and impact. Attachments to the Final Report include: two pamphlets; a copy of "The Deaf Blind Inquirer" (vol. 1, no. 1); a calendar of events; "Parent Pages" Manual; Needs Assessment for Parents of Children with Vision and Hearing Loss; Activity Sheets for Children Suffering from Deaf Blindness; and a Guide to Services for Individuals with Deaf-Blindness. (DB)

ED 394 240 EC 304 760

Corn, Anne L.; And Others
The National Agenda for the Education of Children and Youths with Visual Impairments, Including Those with Multiple Disabilities.
PUB DATE- 95
NOTE- 39p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Books (010)
DESCRIPTORS- *Blindness; *Change Strategies; Disability Identification; *Educational Change; Educational Media; *Educational Objectives; *Educational Policy; Educational Strategies; Elementary Secondary Education; Low Vision Aids; Multiple Disabilities; Parent Participation; Referral; Sensory Aids; Special Education Teachers; Student Educational Objectives; Student Evaluation; Student Placement; Teacher Education; *Visual Impairments

This monograph identifies and discusses eight goals for students with visual impairments, which are intended to be integrated with educational reform efforts called for by the Individuals with Disabilities Education Act, the Goals 2000 program, and the School to Work initiatives. The goals are: (1) students and their families will be referred to an appropriate educational program within 30 days of identification of a suspected visual impairment; (2) policies and procedures will ensure the right of all parents to full participation and equal partnership in the education process; (3) universities will prepare a sufficient number of educators of students with visual impairments; (4) service providers will determine caseloads based on student needs and will require ongoing professional development for all instructors; (5) all students will have access to a full array of placement options; (6) assessment will be conducted by personnel having expertise; (7) instructional materials will be available in appropriate media, at the same time as materials for sighted peers; and (8)

Americans; Change Strategies; *Cultural Differences; Curriculum; Educational Change; Educational Environment; Educational Practices; Elementary Secondary Education; Ethnic Groups; Hispanic Americans; *Inclusive Schools; Models; *Responsibility; *Role of Education; Social Integration; *Special Needs Students; *Student Responsibility; Teacher Collaboration; Teacher Role
IDENTIFIERS- Diversity (Student); *Diversity Concept

This paper proposes a conceptual model for celebrating student diversity through altering the roles, rules, and relationships among teachers, pupils, and the community and teaching two components of responsibility: accountability and flexibility. The paper first reviews three historical responses to diversity (marginalization, reform, and tolerance) and suggests that valuing diversity is a better approach. The importance of incorporating the teaching of responsibility into the curriculum, and the teacher's role in doing so, are stressed. Instructional methodologies that encourage responsible and "response-able" behavior are encouraged, as are teaming and creative problem solving among educators. Two examples of education for responsibility are described, an ancient civilization's approach and a contemporary multicultural community's approach. Traditional Native American education is seen as fostering self-worth as well as responsible and "response-able" behavior. Efforts in Merced, California, which has high numbers of Hispanic and Asian American students, toward full integration of all its diverse students are recounted, especially those deliberately designed to foster student responsibility. An example of a collaborative special/regular teaching team illustrates how such practices as offering options in assignments results in greater integration and student responsibility. (Contains 20 references.) (DB)

ED 394 259 EC 304 779

Rehabilitation Services Available for Youth with Disabilities and Did You Know You Have the Right To Appeal Any Decision Made by Vocational Rehabilitation? Parent Brief, Part 1 and Part 2.
PUB DATE- 96
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disabilities; *Due Process; Education Work Relationship; Individualized Programs; Rehabilitation Programs; Secondary Education; Transitional Programs; *Vocational Rehabilitation
IDENTIFIERS- *Individualized Written Rehabilitation Programs

These two information briefs provide basic information to parents of students with disabilities transitioning from special educational services to adult rehabilitation services. The first brief introduces the rehabilitation services available to youth with disabilities. It explains how the vocational rehabilitation system works, what the Individual Written Rehabilitation Program (IWRP) is, what is included in the IWRP, services available to students in transition, and the application process. The second brief focuses on the right to appeal a decision made by the vocational rehabilitation system. Basic requirements of the IWRP are listed and the right to appeal through formal or informal methods is briefly addressed.

relationships among these subsystems for the theory of autolexical syntax and the theory of language change (particularly concerning contact-induced morphological and syntactic change in a polysynthetic language), and documents the history and sociolinguistics of grammatical and lexical influence of Chukchi on the Eskimo and Bering Sea area. (MSE)

ED 394 277 FL 023 633

Schmidt, Ken
Extensive Reading in English: Rationale and Possibilities for a Program at Shirayuri Gakuen.
PUB DATE- Feb 96
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Techniques; *English (Second Language); Foreign Countries; High Schools; Instructional Effectiveness; Learning Theories; Linguistic Theory; *Media Selection; Program Design; *Reading Instruction; *Reading Materials; Secondary Education; Second Language Instruction
IDENTIFIERS- Japan

Reasons for establishing an extensive reading approach to teaching reading in English as a Second Language at a Japanese high school are enumerated, and some recommendations for implementing such a program are offered. Research on comprehensible input in language learning, particularly input from reading as an effective and efficient source, is reviewed. A distinction is made between extensive reading and intensive reading, and the advantages of the former in providing practice in decoding skills, reading success, and comprehensible input are noted. The discussion then turns to selection of appropriate reading materials, including graded readers, authentic texts, and children's literature. It is concluded that for a high school program, short novels, biographies, and story collections are practical and appealing to students, and graded readers accompanied by audiotapes are also useful. Three basic formats for extensive reading programs are described: students' simultaneous reading of class readers; use of class libraries; and use of reading materials from the school library. Quantity of reading to be assigned at different ability levels, and the means used to measure the reading actually accomplished, are also considered. Sample book report forms are provided. Contains 19 references. (MSE)

ED 394 278 FL 023 655

Finnemann, Michael D.
Resources for the Internet: Applications for Foreign Language Teachers.
PUB DATE- 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Journal Articles (080)
DESCRIPTORS- *Educational Resources; *Information Networks; *Information Seeking; *Information Sources; *Internet; Second Language Instruction; *Second Languages; Telecommunications
IDENTIFIERS- *World Wide Web

A session of the Illinois Council on the Teaching of Foreign Languages (ICTFL) October 1995 conference dealing with Internet resources for second language teachers is summarized, and in

Italian) into the first grade, begun in 1991 and initially involving about 400 students. Participants from 11 European countries and Croatia were invited to attend a 4-day course, sponsored by the Council of Europe and the Croatian Ministry of Education and Culture, which shared results from similar programs and addressed how knowledge gained from these projects could be used in other situations. Participants (n=64) represented foreign language teachers, research institutions, teacher trainers, and curriculum developers. The meeting was conducted in English and French, and included foreign-language presentations by the Croatian children who participated in the language learning classes. Other projects described included projects in Scotland, Germany, Austria, and France. The report describes plenary presentations, workshop activities, and social activities of the program; it included visits to the Croatian schools involved in the project. At program's end, evaluation sheets completed by participants suggested that the program was informative and interesting. Appendixes include the course program, list of participants, sample lesson plans, and list of materials used in the Croatian project. (NAV)

ED 394 298 FL 023 694

Soska, Matthew
An Introduction to Educational Technology.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 94
NOTE- 10p.; For other issues in this series, see FL 023 695-701.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Authoring Aids (Programming); Classroom Techniques; Computer Assisted Instruction; Computer Simulation; *Educational Technology; Information Systems; *Limited English Speaking; Optical Disks; Programmed Instruction; *Technological Advancement; Videotex
IDENTIFIERS- Alaska Writing Program

This report discusses advances in computer-based technologies that can be used for teaching limited English proficient (LEP) minority students. These technologies offer multisensory delivery, increased self-expression and active student learning, cooperative learning, communication skill practice, multicultural education, and enhanced motivation. The most promising technologies are described, such as CD-ROM, authoring programs, interactive videodisc, digital audio, local area network computer links, and telecommunications. These technologies can be used for instructional testing and assessment; to teach culture; to help students learn academic content and develop critical learning skills; and to expand students' speaking, listening, reading, and writing skills. Specific examples are given for speaking, listening, reading, writing, culture, and testing. Barriers to implementing these technologies are briefly discussed. Two computer programs are recommended and detailed: Computer Education for Language Learning (CELL) and Alaska Writing Program (AWP). (Contains 20 references.) (NAV)

ED 394 299 FL 023 695

Fern, Veronica; And Others
Active Learning and the Limited English Proficient Student.

Uncommonly Taught Languages; Vietnamese
IDENTIFIERS- California; District of Columbia; Illinois; Maine; Maryland; Massachusetts; Minnesota; New Mexico; Ohio

This bibliography resulted from an investigation into the process and feasibility of developing an annotated bibliography of educational materials available in languages other than English. Materials were obtained from California, Illinois, Maine, Maryland, Massachusetts, Minnesota, New Mexico, Ohio, and the District of Columbia. Forty-two document profiles offer abstracts of brochures, handbooks, pamphlets, dictionaries, correspondence courses, and videos. Profiles are arranged alphabetically by title. The majority of articles are in Spanish, but some documents are also found in American Sign Language, Chinese, French, Khmer, Laotian, Portuguese, Russian, and Vietnamese. Two index catalogues are provided: by language and by topics. Topics cover academics, health, development, training, environmental, and parental concerns. Each entry includes title, understanding rating, source, communication mode, description, and assigned descriptors. (Author/NAV)

ED 394 317 FL 023 718

Ohta, Amy Snyder
Indexicality in the Construction of the Expert-Novice Relationship in Pair Work.
PUB DATE- 25 Mar 96
NOTE- 13p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (18th, Chicago, IL, March 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; Difficulty Level; Grouping (Instructional Purposes); Higher Education; Japanese; *Language Role; Language Usage; *Peer Relationship; Role Perception; *Teacher Student Relationship
IDENTIFIERS- *Turn Taking

A study investigated the dynamics of second language classroom dyadic interactions in which one participant assumes the expert role and one the novice role. The study was conducted in a university-level Japanese language class, in which pairs were videotaped doing role play; analysis focused on one particular pair playing the roles of a teacher and a student. Activities and language indexing levels of expertise were examined, and factors relating to the social, institutional, or historical setting that could impact the constitution of participants as expert or novice were also explored. Results of the analysis, with excerpts from their transcribed interaction, are discussed here. It is concluded that while a particular form in a particular context may be seen as indexing an expert or novice role, examination of multi-turn interaction reveals that the constitution of expert-novice in learner-learner interaction may be mutually constituted, or negotiated, by the learners. Through this negotiation of intersubjectivity, both learners have the opportunity to use the target language for a genuine purpose, learning how to link language, context, and task in conversation with another who may have a different situation definition and different goals for the interaction. (Contains 29 references.) (MSE)

ED 394 318 FL 023 721

Alderson, J. Charles

A discussion of the biological and developmental issues in early second language learning first looks at psycholinguistic research on brain growth patterns and the relationship of first and second language learning. Focus is on three phenomena observed in the self-organization of living systems: selection of input data; organization of specialized systems; and the different states that order systems assume in the course of development. Psycho- and pragmalinguistic data suggest that additional languages develop and dissociate with varying intensity and speed depending on: (1) the biological, cognitive, linguistic, and emotional conditions of the individual child and (2) the onset and efficiency of the second language program. Examples of instances of early second language development illustrate the processes and stages of pattern generation in the individual linguistic domains and provide guidelines for assessment of language development. The role of input is then explored, particularly the variety of cues teachers might use to stimulate age-specific dispositions and to facilitate pattern formation. Special attention is given to variation within a single classroom. The impact of deficient input is also discussed. It is concluded that the natural approach to language learning is most appropriate developmentally. Contains 38 references. (MSE)

ED 394 337 FL 023 748

Bogaards, Paul
Intelligence, Social Class and Social Context--Measurable Effects on Success in Foreign Language Learning at School.
PUB DATE- 16 Jan 96
NOTE- 11p.; Background paper for the Educational Research Workshop on the Effectiveness of Modern Language Learning and Teaching (Graz, Austria, March 5-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; *Cultural Context; Feedback; *Intelligence; Language Proficiency; Second Language Learning; *Second Languages; *Social Class; *Sociocultural Patterns; Teacher Student Relationship

Three influences on second language learning, one individual (intelligence) and two sociocultural (social class and social context) are discussed. All three factors are seen as difficult to measure and resistant to change through deliberate educational policy action. Each is defined, particularly in relation to the language learning situation. Research on measurement of their effects is reviewed briefly, and several models are discussed. An alternative model is then described, postulating four types of relationships among these factors and language learning success: direct influence of intelligence and attitude on outcomes; interdependence of teaching techniques and student characteristics; qualitative influence of teaching activities on learning outcomes; and feedback between teacher and learner. Contains 17 references. (MSE)

ED 394 338 FL 023 749

Hawson, Anne
Does Learning a Second Language under Immersion Conditions Mandate a Shift towards Visual Processing of Information? Draft.
PUB DATE- Apr 96
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).

was to describe brokering in LM communities and to examine its effects from the perspectives of culture and affect, cognition, and language and literacy. In the first study, 9 children aged 3-14 who brokered in various linguistic communities were interviewed. Data obtained were used to construct surveys used in the two subsequent studies. In the second study, 64 Chinese and Vietnamese-American students participated, and in the third, 35 Latino students were surveyed. Students were asked to report on their brokering activities and how they believed it affected them culturally and linguistically. In addition, self-report data on language proficiency were gathered. Results suggest that brokers assumed the role of surrogate parent, for themselves and siblings, and gained confidence, independence, knowledge, and trust when compared with other children. However, they also experienced increased stress. Brokering children also acquired oral and written language skills quickly and attained adult-level reasoning. Implications are discussed. Contains 28 references. (MSE)

ED 394 358 FL 023 794

Jacobs, George M.
Adapting Group Activities To Encourage Cooperation.
PUB DATE- May 95
NOTE- 12p.; Paper presented at the International Conference of the Malaysian English Language Teaching Association (Petaling Jaya, Malaysia, May 22-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Activities; Classroom Environment; Classroom Techniques; *Cooperation; *English (Second Language); Foreign Countries; *Group Activities; Second Language Instruction

This paper is divided into three parts. The first explains concepts in the design of group activities that encourage learner cooperation, and ways in which they differ. Activities are distinguished by: (1) whether or not they involve learner time for planning language use before interaction; (2) whether they have one predetermined correct answer or set of answers or have no single answer or set; and (3) whether group members need to share information, in either one-way or two-way exchanges, to complete the activity. Following this, five sample activities are described as they appear in a teaching guide, then according to the three characteristics noted above. Suggestions are made for adapting the activity. The third part presents two activities and challenges the audience to analyze and adapt them similarly. Contains 10 references. (MSE)

ED 394 359 FL 801 105

Anderson, Doug
Native Literacy in Ontario: Areas for Development. A Discussion Paper for Ontario Aboriginal Communities.
PUB DATE- Nov 95
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Basic Education; *Canada Natives; *Educational Needs; Foreign Countries; *Literacy Education; *Native Language Instruction; State Programs; Statewide Planning

estimated $19 billion per year. (MDM)

ED 394 379 HE 029 005

Court, Stephen
Dictionary of Higher Education.
PUB DATE- 96
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Abbreviations; *Definitions; Dictionaries; *Educational Policy; Federal Legislation; Federal Regulation; Foreign Countries; Government Role; *Higher Education; Jargon; Political Attitudes; Reports; Unions
IDENTIFIERS- Association of University Teachers (England); *United Kingdom

This dictionary of higher education provides definitions of terms, organizations, abbreviations, and concepts specifically relevant to further and higher education in the United Kingdom. "Further education" is defined as below degree level education for students over age 16 and is often vocational. The dictionary also provides explanations of educational policies, initiatives, reports, papers, and legislation, along with the Association of University Teachers' position on various education-related issues. (MDM)

ED 394 380 HE 029 033

Knutsen, Kirk L.
Beyond Business as Usual: A Framework and Options for Improving Quality and Containing Costs in California Higher Education.
PUB DATE- 6 May 93
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Case Studies; Change Strategies; *Cost Effectiveness; Costs; Demography; *Educational Finance; Educational History; Educational Policy; *Educational Quality; Higher Education; Institutional Mission; Long Range Planning; Models; Policy Analysis; *Productivity; *Program Improvement; Total Quality Management; Trend Analysis
IDENTIFIERS- *California; *Cost Containment; University of Michigan

This monograph summarizes the current thinking in the national literature on the subject of cost-containment and productivity in higher education and applies findings to higher education in California. It presents a framework for characterizing the major factors driving higher education costs, outlines potentially promising areas in identifying cost-containment and resource reallocation strategies, and provides examples of several institutions that are improving institutional performance while significantly reducing costs. After a brief introductory section, the second and third sections outline the history and evolution of California's public higher education system and the major current budgetary and demographic challenges. Section 4 presents an introduction to higher education finance in California. Section 5 looks at trends in higher education costs both nationally and in California and addresses the state role in encouraging cost-containment. Section 6 presents a framework to explain the causes of cost escalation and identifies four drivers of cost escalation: (1)

Midwifery. Survey questionnaires were completed by 33 registered nurses employed at the two hospital trusts. Several generic issues on the role of the nurse teacher emerged, including: working with students in giving care to patients, tutorials, maintaining a college/clinical area link, and supporting both students and practitioners in their roles. Three major areas of concern were identified: (1) the uncertainties of clinical staff about the expected levels of achievement of students undertaking the new Registered Nurse/Diploma in Higher Education course; (2) the conflict in responsibilities between patient and student needs; and (3) the complexity of teaching and assessing functions expected of the registered clinical nurse in meeting the demands of students on different courses. (Contains 33 references.) (DB)

ED 394 398 HE 029 089

Proposed Master Plan for Higher Education in New Jersey.
PUB DATE- 1 Apr 96
NOTE- 48p.; Prepared by the New Jersey Commission on Higher Education Master Plan Steering Committee.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Demography; Economic Development; *Higher Education; *Long Range Planning; *Master Plans; Needs Assessment; Resource Allocation; State Legislation; *Statewide Planning; Trend Analysis
IDENTIFIERS- *New Jersey

The draft Master Plan was developed in response to requirements of the New Jersey Higher Education Restructuring Act of 1994. The plan proposes a vision and broad policy recommendations for New Jersey higher education into the next century. The focus of the plan is on the critical needs of the state and how higher education can help in addressing them. The plan is organized into four sections. The first section provides data on current demographic, economic, and social characteristics of the state and characteristics of the current higher education system. The second section specifies assumptions about the future underlying recommendations in the following areas: demographic and social conditions; markets, clients, and global factors; the economy; resources; technology, infrastructure, and research; higher education faculty; higher education governance and mission differentiation; and elementary and secondary education. The third section identifies issues and current efforts concerned with: (1) economic growth, (2) education and workforce training, (3) efficient and effective use of public resources, (4) health/health care, (5) environment, and (6) community/social stability. The final section presents recommendations for each of the critical economic and societal needs of the state and also to ensure that higher education is affordable and accessible and that the overall system is excellent, effective, and efficient. An appendix presents an additional brief funding report. (DB)

ED 394 399 HE 029 090

Moxley, Joseph M., Ed.; Lenker, Lagretta T.
The Politics and Processes of Scholarship. Contributions to the Study of Education, Number 66.
PUB DATE- 95
NOTE- 280p.
LANGUAGE- English

PUB DATE- Feb 95
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Art Education; Biology; *Compensatory Education; *Developmental Programs; Higher Education; *High Risk Students; Learning Disabilities; Mathematics Instruction; Reading Instruction; *Remedial Instruction; Remedial Mathematics; *Remedial Programs; Science Instruction; Special Needs Students; Writing Instruction

This conference proceedings publication addresses issues in developmental education at the postsecondary level. Papers included are: "Developmental Studies Teachers to Retention Specialists: Assets, Not Liabilities" (Carol H. Bader); "Primary and Secondary Orientation Support for One Underrepresented Group" (Allen R. Barlow and Kerri Heavens); "Magazines in Developmental Writing: An Innovative Reading-Writing Connection" (Sandra Karnei Chumchal); "Summary of the Final Report of the American Mathematical Association of Two Year Colleges: Standards for Developmental and Introductory College Mathematics" (Betsy Darken); "Effects of Testing Methods on Outcomes in Developmental Algebra" (Jeanette W. Glover); "Breaking Down the Barriers" (Ellen Hendrix et al.); "A Fair Chance for All" (Trevor Hulme and Allen R. Barlow); "Academic Probation: A Road to Academic Success" (Marjorie L. Illingworth); "Arts Internships as Transition Space for Students At Risk" (Linda Adler Kassner and Terence Collins); "Tutor Training Enhanced By Knowledge of Tutee Expectations" (Joan L. Krabbe and Mark A. Krabbe); "Supplemental Instruction in Biology at the College Level" (Ofra N. Peled and Anna C. Kim); "Building Mathematical Understanding: From Counting to Chaos" (Patrick Perdew et al.); "Educating the Postsecondary Student with Learning Disabilities" (Linda Schnapp); "Integration of Basic Composition and Reading" (Caroline Stern); "Activities to Promote Achievement Among Mathematics Students" (Pamela V. Thomas and Jeanne L. Higbee); "Developing Experiential Learning Assignments for Composition Courses" (Edna M. Troiano); "Supplemental Instruction's Impact on Affect: A Follow-Up and Expansion" (Julia N. Visor et al.); "Mathematics Survival: A Linked Course" (Gideon L. Weinstein); and "Student's World: A Writing Assignment" (Annette C. Williams). (Individual papers contain references.) (NAV)

ED 394 415 HE 029 109

Higbee, Jeanne L., Ed.; Dwinell, Patricia L., Ed.
Defining Developmental Education: Theory, Research, & Pedagogy. NADE Monograph.
PUB DATE- 96
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Black Students; Cooperative Learning; *Developmental Programs; Females; Higher Education; High Risk Students; Mathematics Instruction; Reading Instruction; *Remedial Instruction; *Remedial Programs; Science Education; Whole Language Approach

This monograph presents seven papers on the research, and pedagogical aspects of developmental education and implications for a definition of developmental education. After an introductory paper by the editors, the papers are: (1) "The New that work force developers and educators also share objectives, such as instructing effectively and reaching populations outside the traditional K-12 and higher education system. In view of their common functions, objectives, and shared fundamental educational commitment to helping individuals reach their full potential, educators and work force developers are natural constituencies for each other. Their common functions and concerns give work force developers and educators a means of talking to one another about how job training and school-based learning reinforce and supplement each other. (MN)

ED 393 966   CE 071 211

Winters, Clyde A.
Adult Learning and Multisensory Teaching.
PUB DATE- 96
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Learning; Adults; *Aural Learning; Comparative Analysis; *Learning Disabilities; *Learning Modalities; Learning Problems; *Multisensory Learning; *Teaching Methods

A study compared the effectiveness of the multisensory and auditory teaching methods on the promotion of memory among adults with learning problems. Subjects were 10 adult learners with learning problems, aged 19-31, from an adult basic education program in a large urban area. Two lists of nouns were prepared, each containing 10 words. The lists were taught to the test subjects using first the auditory teaching mode and then the multisensory teaching mode. An analysis of the results demonstrated a positive correlation between the multisensory teaching method and adult learning. An examination of the mean scores for each teaching trial/experience indicated that learning from the multisensory and auditory teaching approaches was significantly different across each teaching trial. This finding and other information permitted the conclusion that these two teaching approaches were never equivalent in student learning. The t-test scores for the first, second, and third trials all showed significant difference in the rate of learning between the auditory and multisensory teaching methods. This seemed to indicate that the multisensory teaching approach encouraged the test takers to learn more holistically and recall more words than the use of any single sensory teaching method. A 2 x 3 FANOVA (factorial analysis of variance) illustrated that the multisensory effect showed statistically significant differences. The retention rate for subjects was systematically higher during the multisensory trials. (YLB)

ED 393 967   CE 071 240

Mikulecky, Larry; And Others
Developing and Evaluating Workplace Literacy Programs: A Handbook for Practitioners and Trainers.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 126p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

the proportion of workers trained look similar to those of the probability of offering formal training. The impact of training investments by employers differs according to their nature, timing, and location. (Contains 16 references.) (YLB)

ED 393 985   CE 071 277

Currall, Steven C.
A New Approach to Research on Public School District Performance: The "Employment Relations" Model. EQW Working Papers WP36.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Educational Administration; *Educational Change; Elementary Secondary Education; Employer Employee Relationship; *Labor Relations; Management Development; Models; Participative Decision Making; Public Schools; *School Districts; *School Effectiveness; School Restructuring; *Teacher Administrator Relationship; Teacher Attitudes; Teacher Effectiveness; *Teacher Influence; Teacher Morale; Teacher Welfare; Vocational Education
IDENTIFIERS- Pennsylvania

A new model of public school district performance concerns the "employment relations" (ER) system within a school district--the policies, practices, and actions that govern relations between a district and its teachers. The model posits that the performance of public school districts is propelled by the quality of ER. Productive ER, indicated by low levels of administrator-teacher conflict and positive work attitudes held by teachers, has been posited to facilitate high levels of school district performance. Archival data on 180 public school districts in Pennsylvania, combined with survey data from 10,308 teachers from these districts, were used to test the model. Results show that productive ER in school districts is positively associated with the test pass rate and negatively associated with the dropout rate. These findings result after controlling for student socioeconomic status, per-student instructional expenditures, and the adequacy of school facilities. The study has managerial implications for school administrators because it focuses attention on the degree to which administrators effectively manage ER within schools. In conjunction with reform programs focusing on curricula and school funding, training administrators to manage ER could be a relatively inexpensive component of an overall scheme for improving public education. (Contains 59 references.) (YLB)

ED 393 986   CE 071 278

Zemsky, Robert; And Others
The Education and Training Nexus: Employers' Use of Academic Screens and the Provision of New-Hire Training. EQW Working Papers WP38.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)

Olson, John
Present and Possible Futures in the Technology Curriculum.
PUB DATE- Jan 96
NOTE- 17p.; Paper presented at the Jerusalem International Science and Technology Conference (2nd, Jerusalem, Israel, January 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cultural Influences; *Curriculum Development; *Educational Change; *Futures (of Society); Postsecondary Education; Research Needs; *Role of Education; Secondary Education; *Technology Education

Technology education serves vocational and general education purposes at the same time. Education is embedded in culture, which is itself technologically constituted. The recognition of the centrality of technology to culture leads to an historical reflection about its role in everyday life. In contrast to stereotypical images of male-dominated and science-based technologies as the form of technological capability one seeks, technology everywhere has had a broader base in culture. One way of seeing through the current stereotype is to look at how women have sustained culture through their contribution to technology. If one accepts the idea that education is in fact a unified concept, then technology must be fitted into the curriculum. The urgent challenge for technology education is to broaden the subject to comprise these dimensions: culture studies, technology and making, and technology and practical action. Questions for research are what values are actually taught and the way in which teachers interpret and implement curriculum policies. One aspect of research that ought to be underscored is that of the cross-cultural. Technology has to lead individuals back to where they live and how to live better. Individuals need to be reminded of appropriate technologies and appropriate technological education that surely will be culture specific with diversity apparent in approach and method. (Contains 16 references.) (YLB)

ED 394 005 CE 071 314

Assessment, Placement and Referral. Inservice Program for Adult Literacy and Basic Education Personnel, Module 1.
PUB DATE- 93
NOTE- 69p.; Module 1 is preceded by 10 pages of prefactory material for the entire series (Modules 1-5). For modules 2-5, see CE 071 315-318.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Educators; Adult Literacy; Competency Based Teacher Education; Foreign Countries; *Inservice Teacher Education; Instructional Materials; Learning Activities; Learning Modules; *Literacy Education; Professional Development; *Referral; *Student Evaluation; *Student Placement; Teacher Workshops
IDENTIFIERS- *Australia

This module is the first of five integrated professional development modules for adult literacy and basic education (ALBE) personnel. This module is in the form of a 6-hour workshop, the purpose of which is to develop the participants' competence to conduct initial assessment, placement, and referral of ALBE students. An overview consists of these

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Career Planning; Communications; *Employment Interviews; *Information Networks; Information Sources; Job Applicants; Job Application; *Job Search Methods; Job Skills; Network Analysis; Postsecondary Education; Referral; *Social Networks

This book guides job seekers in using communication approaches that will generate useful information, advice, and referrals that lead to job interviews and offers. The book provides guidance on how to do the following: organize effective job networks; prospect for job leads; write networking letters; make cold calls; join electronic networks; conduct informational interviews; follow up referrals; and get job interviews and offers. It explores the hidden job market of advice, referrals, and word-of-mouth job leads that help people find jobs; it examines job search myths and presents employment predictions. It also looks at the use of telephones and faxes, explores the new world of electronic networking and outlines useful job search resources. The 10 chapters of the guide cover the following topics: (1) today's best kept secret to job success; (2) finding jobs and advancing careers in the decade ahead; (3) networks, networking, and your job search; (4) myths, abuses, and misuses of networks; (5) identifying and building your networks; (6) developing job leads and getting job interviews; (7) maintaining and expanding your network; (8) organizations as networking resources; (9) new electronic networking; and (10) resources for successful job networking. A bibliography contains 143 resources on the following topics: job search strategies and tactics; skills identification, testing, and self-assessment; research on cities, fields, and organizations; relocation decisions; resumes and letters; networking; dress, image, etiquette; interviews and salary negotiations; government and nonprofit careers; international and overseas jobs; military; minorities and disabled; and computer software and CD-ROM programs. (KC)

ED 394 026 CE 071 362

Bancroft, Nancy H.
The Feminine Quest for Success. How To Prosper in Business and Be True to Yourself.
PUB DATE- 95
NOTE- 201p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adults; *Career Development; Career Planning; Demand Occupations; *Employed Women; Employer Employee Relationship; *Employment Practices; *Employment Problems; Entrepreneurship; Females; Futures (of Society); *Job Skills; Self Actualization; Self Evaluation (Individuals); *Sex Discrimination

This book is based on a research project in which 45 women ranging in age from 23 to 71 in a wide variety of business positions (and, for perspective, 5 men) were interviewed about their careers and work styles. The book contains advice for women who wish to advance in their careers while maintaining their identity as women. The book is organized in 11 chapters divided into 4 parts. Each chapter is filled with anecdotes about women and their experiences, often in their own words. The chapters in Part 1, "The Role of Self-Alignment at Work," The development of adult literacy provision in the United Kingdom from the 1960s onwards can be divided into three parts that correspond to significant shifts in approaches to adult literacy. First, the discovery of adult "illiteracy" during the 1960s led to government grants, a national Right to Read Campaign, and the development of local practice and experience. Second, there was a period of consolidation during the 1970s and early 1980s around the principle of learner-centered approaches, with minimal assessment procedures and central direction, and a growing body of expertise among practitioners who also began to undertake their own action research. The government-funded agency, Adult Literacy and Basic Skills Unit, consolidated and became expert in the production of materials, guidelines for good practice, and small research projects. A membership organization emerged for bridging academic/research and practitioner interests: Research and Practice in Adult Literacy. The third phase, which began in the late 1980s and continues currently, has involved a considerable shift of policy and focus, under pressure from a government concerned with ensuring that education generally responds to national and economic needs. The major finding is that literacy programs, curricula, and assessment should be addressed to the specificity of experience in different places and times. (Contains 82 references.) (YLB)

ED 394 045 CE 071 416

Decker, Carol A.; Campbell, Clifton P.
Determining the Cost Effectiveness of Training (A Self-Contained Instructional Module).
PUB DATE- 20 May 96
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Cost Effectiveness; *Costs; Expenditures; Individualized Instruction; Input Output Analysis; Instructional Materials; *Job Training; Labor Force Development; Learning Modules; Pacing; Program Effectiveness; Vocational Education

This instructional module is designed to teach training managers how to calculate training costs, measure the effectiveness of training, and determine the cost effectiveness of training. It is organized in three parts. Part 1 points out why some training managers are reluctant to determine the cost effectiveness of training. It discusses the need to justify training with documented benefits and provides practical details and examples of how to calculate the direct, indirect, and full costs of training. Part 2 describes four levels of measurement used to determine the effectiveness of training. The need for a cause-and-effect link between a specific organizational problem and a performance deficiency is addressed. The selection of outcomes (benefits) to be baselined before training and tracked after training in order to determine the payback is discussed. Part 3 presents five methods for determining the cost effectiveness of training courses and problems: return on investment, internal rate of return, cost-benefit ratio, bottom-line evaluation, and payback period. In addition to providing details and examples for each of these methods, their advantages and disadvantages are identified and listed in a table. At the end of the module is a practical example to facilitate a skill check on the user's understanding and attainment of the learning objectives.

Differentials; *Student Certification; Training; *Vocational Education
IDENTIFIERS- *European Community

This document contains information on the vocational education and training available in each of 11 European Community (EC) member countries to individuals preparing for employment as hairdressers and beauticians. The information presented was gathered from relevant national bodies in 11 EC countries (Belgium, Denmark, France, Germany, Greece, Ireland, Italy, the Netherlands, Portugal, Spain, and the United Kingdom) through the European Centre for the Development of Vocational Training's Documentary Information Network. The first half of the document summarizes the vocational education and training available to individuals preparing to enter the occupation of hairdresser, and the second half of the document summarizes the training available in preparation for the occupation of beautician. Each description of available vocational training contains the following information: definition of the function of a hairdresser or beautician; type/structure of training; admission requirements; duration of training; existing training levels; examination(s) at the end of training; name of the body awarding diplomas/certificates; status of those undergoing training; job and career prospects; average wages; required continuing and further training; estimate of student/trainee intake per annum; and names/addresses of sources of additional information. Appended is a list of Documentary Information Network members. (MN)

ED 394 064 CE 071 463

Stavrou, Stavros
Vocational Education and Training in Greece.
PUB DATE- 95
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Education; Adult Education; Apprenticeships; Articulation (Education); Economic Change; Educational Change; Educational Finance; Educational Legislation; Educational Objectives; *Educational Policy; *Educational Practices; *Educational Trends; *Education Work Relationship; Elementary Secondary Education; Financial Support; Foreign Countries; Futures (of Society); Integrated Curriculum; *Job Training; Labor Market; Postsecondary Education; School Business Relationship; Tables (Data); Trend Analysis; *Vocational Education
IDENTIFIERS- European Community; *Greece

A study examined vocational education in Greece. First, vocational education was placed within the context of Greece's political and administrative structures and economy. The evolution of vocational education in Greece was traced. The structure, objectives, and delivery of general education and initial and further vocational education were outlined along with the institutional and financial contexts of the Greek vocational system. Trends and future prospects in Greece were identified/discussed. The overall conclusion of the study was that, despite several important and many-sided efforts that have been made in recent years to improve vocational education, it still remains the "weak link" of Greece's total educational system. The following were among the many problems facing vocational education in Greece today: virtually without exception, in-school vocational programs have no link with practice; vocational qualification profiles are usually

Education; *State Aid; State Legislation; Tax Rates
IDENTIFIERS- *Formula Funding; South Dakota

The 1995 South Dakota State Legislature enacted a new state aid to education formula. This memorandum is designed to provide background information on the formula. The repeal of the formula in existence at the time and replacement with a different formula was the product of several factors. Some of those factors were: (1) the inclusion of a new state aid formula as part of the governor's property tax reduction proposal presented to the Legislature; (2) the notion that the formula in existence at the time rewarded school districts that were high-cost districts--and did not promote efficient use of school district financial resources--in fact, that formula was often correctly described as being "expenditure driven"; (3) the notion that the formula in existence at the time was complex and difficult to understand--which has been and is a criticism of most state aid formulas over time and around the country; and (4) a lack of confidence in the system of school finance in South Dakota--well illustrated by 1994's state aid lawsuit. There is one important distinction between the 1995 formulas and its predecessors; that distinction is the relationship between the formula and the state appropriation. The 1986 formula adjusted local effort to the amount appropriated by the Legislature. The new formula determines the amount that the Legislature should appropriate for distribution. Contains four tables. (TS)

ED 394 082 CG 026 882

Gaw, Kevin F.
Reverse Culture Shock in Students Returning from Overseas.
PUB DATE- 15 Aug 95
NOTE- 34p.; Paper presented at the Annual Meeting of the American Psychological Association (103rd, New York, NY, August 11-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- College Bound Students; College Students; Coping; Higher Education; Psychological Needs; Shyness; Social Adjustment; *Student Adjustment
IDENTIFIERS- *Cultural Reentry

Little is known about the reverse culture shock experience of Americans who have lived abroad. Many of these Americans are dependent youth who, after completing high school abroad, return to the United States for college; reverse culture shock may impact the academic experiences of these returnees. This study (n=66) examined the relationships between reverse culture shock and personal problems experienced in college, willingness to seek help, and types of services used. This study revealed that returnees experiencing a high level of reverse culture shock were more likely to report more personal adjustment and shyness problems or concerns than were returnees experiencing a low level of reverse culture shock. Willingness to see a counselor for personal problems and concerns was not necessarily related to one's level of reverse culture shock. Finally, a negative correlation was observed with regard to reverse culture shock and student support service usage--as reverse culture shock increased, service usage decreased. (Contains 58 references.) (Author/TS)

ED 394 083 CG 026 885

A Work Keys Pilot Project: Identification of Foundation Skills for Social Workers.
PUB DATE- Jun 95
NOTE- 40p.; Paper presented at the Annual Meeting of the International Personnel Management Association Assessment Counsel (19th, New Orleans, LA, June 25-29, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classification; *Employment Potential; Evaluation; Human Resources; Institutional Evaluation; *Job Analysis; *Job Skills; Pilot Projects; Social Workers; Vocational Evaluation
IDENTIFIERS- *Work Keys (Act)

Recent reports by government agencies show concern regarding the extent to which American workers lack the workplace skills necessary to meet the challenges of today's workplace. The Work Keys system, a program developed by American College Testing (ACT) to help improve the job skills of the workforce, is described. A pilot project is being conducted with the Department of Human Services (DHS) of a Midwestern state to examine the extent to which Work Keys provides data which can be used to address the human resources needs for three classifications of social workers. The job analysis component of the Work Keys system has been used to study all three jobs and establish skill standards. The assessment component of the system will be used to examine the extent to which a sample of incumbents meets the skill levels set by subject matter experts. Data collected from a variety of sites in the United States are used to demonstrate the types of comparisons that can be made among job profiles and individual assessment data. Finally, a series of recommendations are given regarding how the Work Keys system can be used to address the human resources needs of the three social worker classifications studied in this pilot project. Contains three tables and nine figures. (Author)

ED 394 103 CG 026 935

Boes, Susan R.
The Relationships among Parental Marital Status, Selected Interpersonal Variables, and the Career Development of a College Population.
PUB DATE- Nov 95
NOTE- 31p.; Paper presented at the Annual Meeting of the Georgia Educational Research Association (20th, Atlanta, GA, November 2-3, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Career Development; *Divorce; Higher Education; Interpersonal Relationship; Marriage; Parent Background; *Parent Child Relationship; *Self Efficacy; *Self Esteem; Sex Differences; *Socioeconomic Status; Undergraduate Students

The increasing rate of divorce and its effects on children is a major concern in the United States. This study investigated the relevance of family composition due to parental marital status on several interpersonal variables and the impact of these variables on the career development of college students. The interpersonal variables measured were: self-efficacy, self-esteem, and the degree of certainty a participant had for his or her current career choice. A secondary purpose of the investigation was the examination of gender and socioeconomic

Intended specifically for tutors who want to use proven teaching techniques but who have limited time and resources, this book offers dozens of teaching ideas as well as useful information on curriculum development, instruction, and appropriate reading materials. The teaching strategies in the book were adapted from articles published in the "Journal of Reading" between 1980 and 1994. Section I of the book consists of ideas and strategies that can help tutors and program coordinators develop an effective core curriculum for adults that includes whole language, integrated language arts, language experiences, and modified Reading Recovery intervention. Section II contains general information and strategies regarding adult instruction, and section III comprises various strategies for improving reading comprehension. Section IV includes numerous writing strategies such as letter writing, journal writing, creative writing, and precis writing. Section V stresses vocabulary development, and Section VI details strategies that use alternative reading materials including picture books, magazines, classic novels, tabloids, and annual reports. Appendixes contain an adult basic word list and a list of alternative reading materials. A "Journal of Reading" article reference list and author index are also attached. (RS)

ED 394 123 CS 012 406

Reading: An Indispensable Subject for All Middle Grades Students.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- 96
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum Development; *Intermediate Grades; Junior High Schools; Library Role; *Middle Schools; Parent Participation; *Reading; *Reading Instruction; Reading Teachers; *Student Needs
IDENTIFIERS- *Indiana; Middle School Students

Noting that reading instruction for young adolescents in Indiana's middle grades schools has been virtually eliminated, this booklet describes how important reading is in the middle grades and why it continues to deserve attention beyond the elementary years. The booklet proposes a series of actions that educators--teachers, administrators, school librarians, and public librarians--can take to ensure that young adolescents have the supports they need to develop their full capacity as empowered readers in a literate society. Sections of the booklet address how educators are failing Indiana's young adolescents, what happened to time for reading in the middle grades, how to restore time for reading, questions that should be asked when interviewing prospective reading teachers, what should be included in the reading curriculum, how reading teachers should work with public libraries, how reading teachers should work with families to promote reading, what reading teachers can do to connect their students to their school libraries, what schoolwide reading leadership reading teachers should provide, how reading teachers can keep informed of new reading ideas, and how educators can stop the tide. Contains 18 references and 3 figures of data. The Reading Bill of Rights for Indiana's Young Adolescents is attached. (RS)

ED 394 124 CS 012 416

Piotrowski, Joanne B.

Davis ("Portrait of the Creative Person) and Ron McFarlane ("An Apologia for Creative Writing"). Section 2 reviews articles by Nancy L. Reichart ("Defining and Refining Boundaries of the Creative Writing Workshop"), Lynn Domina ("The Radar O'Reiley School of Creative Writing"), Gayle Elliot ("The Angel in the Academy: The Creative Writer as Helpmeet on the Distaff Side of English Studies"), and Cecil Morris and Dana Haight ("A Funny Thing Happened When We Began to Write"). Section 3 reviews articles by Michael Bugeja ("Why We Stop Reading Poetry"), Diane Lockwood ("Poets on Teaching Poetry"), and Lynn McGee ("Finding the Poet in New Writers") Section 4 reviews articles by Nancy Hudson ("The Violence of Their Lives: The Journal Writing of Two High School Freshmen") and R. W. Burniske ("Creating Dialogue: Teacher Response to Journal Writing"); Section 5 reviews an article by Joseph Sanacore ("Supporting a Visiting Author's Program"). (Contains 25 references.) (TB)

ED 394 144 CS 215 266

Pajares, Frank; Valiante, Gio
Predictive Utility and Causal Influence of the Writing Self-Efficacy Beliefs of Elementary Students.
PUB DATE- Apr 96
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Measurement; Cognitive Tests; Elementary Education; Path Analysis; *Self Efficacy; Sex Differences; *Social Cognition; Theory Practice Relationship; *Writing Ability; *Writing Apprehension; *Writing Attitudes; Writing Evaluation; Writing Research; *Writing Skills; Writing Tests
IDENTIFIERS- Gender Issues

According to self-efficacy theorists, people's judgments of what they can accomplish are influential arbiters in human agency and, as such, powerful determinants of their behavior. In large part, this is because these self-efficacy beliefs are said to act as mediators between other acknowledged influences on behavior, such as skill, ability, previous accomplishments or subsequent performance. Path analysis was used to test the influence of writing self-efficacy, writing apprehension, perceived usefulness, and writing aptitude on the essay-writing performance of 218 fifth-grade students. A model that also included sex (gender) accounted for a 64% variance. Instruments were group administered in individual language arts classes during two periods. During the first period, students were asked to complete the self-efficacy, perceived usefulness, and apprehension instruments. During the second class period, students were asked to write the performance measure, a 30-minute essay. As hypothesized, self-efficacy beliefs made an independent contribution to the prediction of performance despite the expected powerful effect of writing aptitude. Aptitude also had a strong direct effect on self-efficacy. Self-efficacy had direct effects on apprehension and perceived usefulness. Girls and boys did not differ in performance, but girls reported higher writing self-efficacy, found writing more useful, and had lower apprehension. Results support the hypothesized role of self-efficacy in A. Bandura's social cognitive theory. (Contains 2 tables of data, a figure, and 43 references.) (Author/TB) public opinion, and social movements, based on these concepts, would focus on the distribution of dysfunctions in families within a community or a society, studying in particular which kinds of people tend to be aroused to action by various types of movements and what conditions foster right-wing attitudes versus left-wing attitudes. Contains 3 figures, a table, 12 notes, and 128 references. (NKA)

ED 394 163 CS 509 263

Kreps, Gary L.; Kunimoto, Elizabeth
Communicating in Multicultural Health Care Organizations.
PUB DATE- Jul 94
NOTE- 31p.; Paper presented at the Annual Meeting of the International Communication Association (Sydney, New South Wales, Australia, July 11-15, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Context; *Delivery Systems; *Health Facilities; Information Sources; Intergroup Relations; Leadership; *Medical Services; *Organizational Climate; *Organizational Communication; Professional Training
IDENTIFIERS- Communication Behavior; *Communication Strategies; Health Communication; Organizational Culture

This paper investigates the multicultural demands of health care delivery by examining the role of organizational communication in promoting effective multicultural relations in modern health care systems. The paper describes the multicultural make-up of modern health care systems--noting, for example that providers from different professional cultures (doctors, nurses, pharmacists, nutritionists, etc.) have gone through different education and training programs. The paper also discusses the role of organizational communication (including analysis of the influences of internal and external communication channels, formal and informal message systems, organizational culture, organizational climate, and the processing of equivocal information (K. Weick, 1979) on the organization of health care), and examines some of the primary cultural issues that influence the performance of health care delivery systems. Based upon this review of the role of communication in multicultural health care systems, the paper identifies specific communication strategies which can enable leaders of modern health care delivery systems to promote multicultural cooperation in their organizations. The paper notes that leadership is perhaps the most important factor in promoting effective multicultural relations since leaders exert a powerful influence on organizational culture, providing role models for health care provision and exemplifying how health care staff are supposed to communicate with different consumers. Contains 43 references. (Author/NKA)

ED 394 164 CS 509 264

Allen, Mike; And Others
Dialectical Theory: Testing the Relationships between Tensions and Relational Satisfaction.
PUB DATE- May 96
NOTE- 31p.; Paper presented at the Annual Meeting of the

issues, torts and liability, collective bargaining, and the teacher's role in the attorney-client relationship. Each chapter contains answers to frequently asked questions and presents examples of pertinent cases. A glossary and index are included. Appendices contain amendments to the U.S. Constitution, a table of cases, and list of states in the Federal Judicial Circuit Courts of Appeals. (LMI)

ED 394 182 EA 027 503

Bunce, Roy K.; Leggett, Stanton
Dollars for Excellence: Raising Private Money for Private Schools--and Public Schools.
PUB DATE- 88
NOTE- 292p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Board of Education Role; Boards of Education; Donors; Educational Finance; Elementary Secondary Education; *Financial Support; *Fund Raising; *Income; Institutional Advancement; Long Range Planning; Management Information Systems; *Private Financial Support; Private Schools; Public Relations; Public Schools; School Districts

This book was written to help school boards undertake a systematic campaign of fund raising for public schools. The introduction describes the importance of fund raising that grows out of a school district's long-term goals and current programs. The two categories of fund raising include event- and donor-centered fund raising. Section 1 presents an overview of fund raising, including suggestions for identifying potential donors, developing a scale of gifts, communicating and acknowledging donors, and soliciting contributions. Section 2 offers guidelines for establishing and maintaining a complete institutional-development program--designing the program; planning for staff, equipment, space, and budget; and installing and maintaining an appropriate database. A case study describes how a private school developed a long-range fund raising plan. The third section is devoted to strategies for specific program management support: managing public relations and publications projects; organizing events; sponsoring programs; arranging for a specific gift contribution; and conducting a limited campaign. Section 4 describes the governance of the new school board and how to conduct an effective long-range-planning process. An index is included. (LMI)

ED 394 183 EA 027 504

1992 Census of Governments. Volume 4: Government Finances; Number 1: Public Education Finances.
PUB DATE- Nov 95
NOTE- 187p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - Serials (022),Numerical/Quantitative Data (110)
DESCRIPTORS- Assessed Valuation; *Educational Finance; Elementary Secondary Education; Enrollment; Expenditure per Student; *Expenditures; Federal Government; Higher Education; *Income;

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Improvement; *Educational Innovation; Educational Objectives; Elementary Secondary Education; Grants; Instructional Effectiveness; Professional Development; *School Effectiveness; State Action; State Programs
IDENTIFIERS- *Ohio

This publication describes Venture Capital grants, which are awarded to Ohio schools for school-improvement efforts. Originating in the business sector, the concept of Venture Capital represented corporate earning or individual savings invested in a new or fresh enterprise. The grants are designed to be long-term, evolving efforts focused on a particular dimension of change. The report identifies school-improvement efforts that have the greatest potential for enhancing the ability of educators to improve student learning. Over the course of the 5-year commitment, educators are expected to attempt innovations in teaching and learning, assessment, governance, organization, and professional development. The report also describes the foci of school improvement, resources for professional development offered by various school-improvement models, and the grant-competition process. An overview of school-improvement models and New American School Development Corporation (NASDC) models is presented. Each model is described according to its goals, visions, curriculum and instruction, assessment, professional development, links to higher education, roles and responsibilities, structure, and parent/business/community involvement. Answers to commonly asked questions about Venture Capital grants are included. Appendices contain information on building a school profile and a school self-appraisal instrument. (LMI)

ED 394 201 EA 027 525

Removing the Barriers: Unleashing Ohio's Learning Power. A Report to Governor George V. Voinovich by the Governor's Education Management Council and the Ohio Department of Education.
PUB DATE- Jan 94
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; Educational Change; *Educational Objectives; Educational Policy; Elementary Secondary Education; Family Programs; *Outcomes of Education; Performance; *Policy Formation; Public Policy; *State Action; State Programs; *State Standards
IDENTIFIERS- *Ohio

This report presents findings of an analysis that identified gaps between the Ohio education system and national education goals. Data were collected during 1992 and 1993 by the Ohio Department of Education, which elicited feedback from policymakers at a 1992 seminar, conducted interviews with local teams representing school districts and communities, and made site visits to 15 communities. Key state policymakers reviewed findings and offered suggestions. The information is organized around four main themes: performance-driven education; change; family support and advocacy; and lifelong learning. The report identifies critical issues confronting Ohio, outlines specific

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- At Risk Persons; Clinical Diagnosis; Definitions; Drug Therapy; Early Intervention; Educational Diagnosis; Elementary Secondary Education; Gifted Disabled; *Health Services; *Interdisciplinary Approach; *Intervention; *Learning Disabilities; Parent Role; Physicians; Postsecondary Education; *School Role; Student Needs; Teacher Role

This paper reviews the state of the art concerning how learning disabilities (LD) are defined; how students with LD and their families are affected; and how LD can be addressed by interdisciplinary teams of health and education professionals. The emphasis is on dispelling the myth that children with LD are not at serious risk for adverse educational and health outcomes because LD are "mild." Major sections of the paper address the following topics: (1) defining LD (inclusions, exclusions, and subtypes); (2) the role of the health care community (assessment and diagnosis, the importance of diagnosis, medication, and the need for health professionals to collaborate with educators); (3) the role of the education community (early intervention, school-based interventions, medication, the gifted student with learning disabilities, secondary and postsecondary education, and the need to collaborate with health professionals); and (4) the role of parents (the importance of understanding treatment and the emotional impact of LD). Appendices list LD myths and misconceptions and causes of school failure. A glossary is provided. Overviews of the Learning Disabilities Association and the National Health and Education Consortium are also included. (Contains 23 references.) (DB)

ED 394 222 EC 304 742

Scruggs, Thomas E., Ed.; Mastropieri, Margo A., Ed.
Advances in Learning and Behavioral Disabilities. Volume 10. Part A: Theoretical Perspectives and Part B: Intervention Research.
PUB DATE- 96
NOTE- 450p.; For earlier volumes, see ED 352 784 and ED 383 132. Parts A and B are published separately.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Collected Works - General (020)
DESCRIPTORS- Antisocial Behavior; Attention Deficit Disorders; *Behavior Disorders; Cognitive Measurement; Cognitive Processes; Definitions; Depression (Psychology); Elementary Secondary Education; Emotional Problems; Hyperactivity; *Intervention; *Learning Disabilities; Learning Strategies; Mathematics; Measures (Individuals); Phonology; Reading Comprehension; Research Methodology; Self Concept; Surveys; *Theories
IDENTIFIERS- Deficit Theory

This two-volume set presents 11 papers on the state of the art in learning and behavioral disabilities, the first volume, Part A, includes 6 papers providing theoretical perspectives and, the second volume, Part B, includes 5 papers on intervention research. The theoretical papers are: "Defining Emotional or Behavioral Disorders: Divergence and Convergence" (Kenneth A. Kavale and others); "The Emotional Domain: Self-Concept and Depression in Children with Learning Disabilities" (Nancy Heath); "Phonological Awareness and Learning Disabilities: Using Research To Inform Our Practice" (Eileen Wynne Ball); "Mathematical Difficulties in Young Children: Cognitive and Developmental Perspectives" (Nancy C. Jordan and Teresea educational and developmental goals will reflect assessed needs of each student in academic and disability-specific core curricula. Recommended national, state, regional, and local strategies for achieving the goal statements are listed. Individuals and organizations involved in development of the agenda are identified. (DB)

ED 394 241 EC 304 761

DeBoskey, Dana S.
An Educational Challenge: Meeting the Needs of Students with Brain Injury.
PUB DATE- 96
NOTE- 108p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Problems; Clinical Diagnosis; Cognitive Processes; Educational Needs; *Educational Strategies; Education Work Relationship; Elementary Secondary Education; *Head Injuries; *Neurological Impairments; Neurology; *Student Behavior; Student Evaluation; *Symptoms (Individual Disorders); Teacher Attitudes; Vocational Education

This manual provides basic information on the cognitive, academic, and behavioral issues which may follow brain injury and suggests practical techniques for remediation within the educational setting. The guide stresses that the success of educating children with brain injuries is largely dependent on family members and educators understanding both the dynamics of brain injury and the complexity of the interaction of students' capacities, skills, behaviors, and environment, and implementing effective strategies for intervention. Individual chapters deal with the following topics: (1) evaluation and diagnosis; (2) brain function and dysfunction; (3) background information for a variety of educators; (4) cognitive processing needs and strategies; (5) academic needs and strategies; (6) evaluation instruments and considerations; (7) behavioral needs and strategies; (8) teacher reactions to teaching students with brain injury; and (9) preparing students with brain injury for vocations. (Contains 31 references.) (DB)

ED 394 242 EC 304 762

Huebner, Ruth A.; And Others
Wisconsin Sensorimotor Pointing Assessment. Description of Design: Administration Manual. Trace Reprint Series.
SPONS. AGENCY- Dane County, Madison, WI. Dept. of Human Services.
PUB DATE- 95
NOTE- 30p.; For related documents, see EC 304 763-764.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; *Augmentative and Alternative Communication; Children; Communication Aids (for Disabled); *Communication Disorders; Evaluation Methods; *Measures (Individuals); Mental Retardation; Multiple Disabilities; Physical Disabilities; Psychometrics; *Psychomotor Skills; Severe Disabilities; Test Reliability; Test Validity

(DB)

ED 394 260 EC 304 780

Rosenfield, Sylvia A.; Gravois, Todd A.
Instructional Consultation Teams: Collaborating for Change. The Guilford School Practitioner Series.
PUB DATE- 96
NOTE- 218p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Change Strategies; *Consultation Programs; Delivery Systems; *Disabilities; *Educational Change; Elementary Secondary Education; Instructional Development; Interdisciplinary Approach; Models; Regular and Special Education Relationship; School Restructuring; Special Needs Students; Staff Development; *Teacher Collaboration; *Teamwork
IDENTIFIERS- *Instructional Consultation

This book presents a design for initiating, implementing, and institutionalizing a consultation-based service delivery system in school settings, based on the Instructional Consultation Teams (IC-Teams) model. It brings together the literature on school consultation and school change, for practitioners in general and special education and in school psychology seeking holistic and multilevel approaches to school reform. The first chapter describes the context for developing interdisciplinary consultation support services in relation to school and special education reform. Chapters 2 and 3 outline the essential dimensions of IC-Teams, which are a combined delivery system and consultation process implemented in over 60 schools in 4 states. In Chapter 4 the role of the change facilitator is considered, elaborating on the skills required in facilitating transition to a new service delivery system. The staged-based design for that transition is the focus of Chapters 5 through 8, which provide more specific guidance for initiating, training, implementing, and institutionalizing IC-Teams. Each of these chapters examines issues and concerns involved in facilitating the transition and outlines evaluation procedures. Chapter 9 summarizes the major issues and themes of the book. Appendices contain a variety of forms and materials useful to facilitators. (Contains approximately 150 references.) (DB)

ED 394 261 EC 304 781

Roach, David; And Others
Parents, Preschoolers and Special Education: Your Rights, Procedures, and Protections.
PUB DATE- 94
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Arbitration; Conflict Resolution; *Disabilities; *Disability Identification; *Due Process; Educational Practices; Eligibility; Hearings; Individualized Education Programs; *Parent Rights; Parent School Relationship; Preschool

extension of that information, World Wide Web resources for language teachers are enumerated. In the conference session seven types of Internet resource are described: news groups (topical bulletin boards); electronic mail; Internet relay chat (online conversation); TelNet (a service allowing the user to connect with any other computers on the Internet); file transfer protocol; gophers (Menu-based indexes to Internet resources); and the World Wide Web, with its use of browser programs. A source for further information about Internet use workshops is included. The list of Web sites that give language teachers access to language-related Web resources includes descriptions and addresses for 14 general Web-search sites, 29 general language-related sites (most related to specific college or university programs), and 8 sites of general interest to teachers. (MSE)

ED 394 279   FL 023 670

Standards for Foreign Language Learning: Preparing for the 21st Century.
SPONS. AGENCY- Department of Education, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 96
NOTE- 111p.; Separately published seven-page "Executive Summary," has been appended.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Standards; Class Activities; *Cultural Awareness; *Educational Objectives; Elementary Secondary Education; Evaluation Criteria; *Intercultural Communication; Lesson Plans; National Norms; *Outcomes of Education; Second Language Instruction; *Second Languages

National Standards in Foreign Language Education, a collaborative project of the American Council on the Teaching of Foreign Languages, American Association of Teachers of French, American Association of Teachers of German, and American Association of Teachers of Spanish and Portuguese, has developed basic standards for foreign language education at the elementary and secondary school levels. The standards reflect five educational goal areas: communication skills; understanding the cultures associated with languages; interconnectedness of language and other bodies of knowledge; comparisons that offer insight into the nature of language and culture; and participation in multilingual communities. The report begins with a statement of philosophy, background information on the principles behind and development of standards for foreign language study, and notes on language study in the United States. Then the five educational goal areas are discussed in greater depth, and 34 sample "learning scenarios," in which classroom activities reflect the standards outlined, are described. The scenarios were collected from teachers around the country and reflect a wide variety of programs, languages, and school settings. The report concludes with some frequently-asked questions. A list of additional readings in appended. (MSE)

ED 394 280   FL 023 671

Liu, Yue
A Taxonomy of Direct Rhetorical Patterns in Chinese.
PUB DATE- 96
NOTE- 24p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (30th, Chicago, IL,

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 95
NOTE- 10p.; For other issues in this series, see FL 023 694-701.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Active Learning; Community Involvement; Cultural Influences; English (Second Language); Ethnic Groups; *Learning Strategies; *Limited English Speaking; Linguistic Competence; Minority Groups; Parent Participation; Second Language Learning; Teacher Education; *Teaching Methods
IDENTIFIERS- Special Issues Analysis Center

This report offers a synthesis of a Special Issues Analysis Center report based on a focus group that studied active learning and its implications for limited English proficient (LEP) students. Active learning is defined as the level of engagement by the student in the instructional process; it implies the development of a community of learners with the integration of the learner's home and parents, community, and culture as key elements of the approach. Active learning for LEP students requires modifications based on linguistic and cultural differences. Teachers must be skilled at teaching language and content simultaneously, and they should provide a safe, predictable environment to reduce student anxiety and nurture contextual meaning. Sociolinguistic behavior should also be included in the learning experience. Effective active learning principles are outlined for the LEP classroom as is how to measure or assess the outcome of this learning system. Implications for teacher training are included, and recommendations are listed for active learning in the classroom and the school, for parents and the community, and for teacher preparation. (Contains 11 references.) (NAV)

ED 394 300 FL 023 696

Galbraith, Paul; Anstrom, Kris
Peer Coaching: An Effective Staff Development Model for Educators of Linguistically and Culturally Diverse Students.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 95
NOTE- 10p.; For other issues in this series, see FL 023 694-701.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Bilingual Education; *Collegiality; Cooperative Learning; *English (Second Language); Faculty Development; Interpersonal Relationship; Mentors; Models; Organizational Development; Peer Influence; Peer Relationship; Second Language Learning; *Staff Development; *Teacher Improvement; Teaching Skills; *Team Teaching

Peer coaching develops from a leadership role on the part of educators of linguistically and culturally diverse (LCD) students, together with an interdisciplinary cooperation between bilingual/English as a Second Language (ESL) and mainstream staff. Peer coaching is a professional development method in which teachers share their expertise and provide one another with feedback, support, and assistance for refining present skills, learning new skills, or solving classroom-

The Value of Research and Evaluation in Language Education.
PUB DATE- 29 Jan 96
NOTE- 31p.; Keynote address at the Educational Research Workshop on the Effectiveness of Modern Language Learning and Teaching (Graz, Austria, March 5-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Evaluation Research; Foreign Countries; Hypothesis Testing; Information Needs; Language Research; Needs Assessment; *Policy Formation; *Research Problems; Scientific Methodology; *Second Language Instruction; *Second Language Learning; Verbal Development

This keynote address argues that policy makers should consider a project approach to implementation of research results regarding foreign language learning; they should pay attention to what is being revealed by a growing number of evaluation and impact studies concerning effective innovation and project effects. Second, language teaching research needs to develop better definitions of linguistic and non-linguistic outcomes if research is to address the complexity of the task of foreign language learning. There appears to be a pervasive lay belief in the essential simplicity of the task of learning a foreign language, encouraged by the mistaken notion that foreign language learning and first language acquisition are comparable. Such beliefs may partially explain the commercial, if not educational, success of teaching methods and materials that make claims of effectiveness in remarkably short periods of time. Careful research has failed to bear out such claims or to support such beliefs. Even if effective approaches were known, it is naive to believe that research results can be translated into action without consideration of the conditions under which innovations take hold and succeed. The language teaching profession has failed to define adequately what it means by success in language learning; there is little agreement on expected or desired standards of achievement. There is also little attention to the principles that are accepted in the language testing profession for the construction of measures of achievement and proficiency. Language teaching research will need to develop much better definitions of the linguistic and non-linguistic outcomes that are expected of the various programs and projects if research is both to address the complexity of the task of foreign language learning as well as to contribute to our understanding of the conditions that can lead to successful language learning. (Contains 58 references.) (Author/NAV)

ED 394 319 FL 023 722

Calderon, Margarita
How a New Form of Peer Coaching Helps Teachers and Students in Two-Way Bilingual Programs.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 96
NOTE- 13p.; Paper presented at the Annual Meeting of the National Association for Bilingual Education (Orlando, FL, March 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education Programs; *Classroom

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Immersion Programs; *Information Processing; Language Processing; Language Research; Listening Comprehension; *Neurolinguistics; Neurological Organization; Second Language Learning; Second Language Programs; *Second Languages; Teaching Methods; *Visual Learning

The cognitive aspect of second language learning, specifically by immersion method, is discussed from a biological perspective. The approach taken is that of "connectionism," a recently-developed theoretical and experimental approach to human cognition. It is argued that while general cognitive functioning is unaffected by language immersion, immersion students are subject to shifts in information processing strategy toward the visual system and away from the auditory system, due to low speech comprehension ability, and that development of such a bias is a natural outcome of brain structure and the mechanics of information processing in the human brain. It is further proposed that any cognitive advantages and disadvantages accrued by learners in immersion situations are determined by the information processing demands of the particular measures of cognitive performance used. Academic achievement results for this group are also explained by how achievement is defined and success measured, from the perspective of information processing. Contains 24 references. (MSE)

ED 394 339 FL 023 751

Preece, Robert; Tomlinson, Glenn
Philadelphia Museum of Art ESL Activity. Instructor and Student Editions.
PUB DATE- 96
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Activities; *Art Appreciation; College Students; Elective Courses; *English (Second Language); *Field Trips; Higher Education; Intensive Language Courses; *Limited English Speaking; *Museums
IDENTIFIERS- Content Area Teaching; *Philadelphia Museum of Art; Temple University PA

Both teacher and student editions of a guide for a tour of the Philadelphia Museum of Art, designed for students in an intensive English-as-a-Second-Language (ESL) program at Temple University (Pennsylvania) are presented here. They were intended to provide a content-based tour of a local art museum for university ESL students that ESL teachers could teach with limited or no knowledge of art required. In the intensive ESL program, the tour is used both for a content-based field trip experience and in an elective course on the visual arts. The teacher guide contains teacher notes, a script to be read to students at the museum, and exercises for comprehension, description, recall, and discussion. The exercises focus on both appreciation of art and on daily living situations related to the trip, and include pre-visit, during-visit, and post-visit activities. In the teacher edition, teacher prompts and

IDENTIFIERS- Canada; *Ontario

The report on areas needing further development in provision of quality literacy services for Ontario's (Canada) native populations, based on site visits to native literacy programs, identifies seven key areas for change: (1) strategic planning for program development and implementation and advocacy; (2) program growth and administration; (3) native languages; (4) teacher training; (5) curriculum development; (6) standards and accountability; and (7) partnerships in delivery of literacy services. Each of these areas is defined and described, and some options for change are outlined for further discussion. In addition, literacy funding at the Ontario Training and Adjustment Board (OTAB) and the National Literacy Secretariat is described briefly. Appended materials include a list of OTAB-supported literacy programs, and a descriptive list of aboriginal stakeholder groups. Contains 15 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 394 360 FL 801 115

Herbert, Pia, Ed.; McFeeter, Jan, Ed.
Classroom Considerations: A Practical Guide To Teaching Beginning Language and Literacy.
PUB DATE- 94
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Learning; Classroom Research; Classroom Techniques; Educational Strategies; *English (Second Language); Foreign Countries; Instructional Materials; Introductory Courses; *Literacy Education; Map Skills; Material Development; *Multilevel Classes (Second Language Instruction); Recycling; Second Language Instruction; Teaching Methods

This guide reports on classroom research conducted by experienced teachers of adult basic education students of limited English and/or native language literacy. Most chapters are illustrated with excerpts from instructional materials, and provide practical information about classroom techniques and activities. Chapters include: "Introduction" (Christine Howell); "Designing Materials" (Jenny Ramm); "Developing Map Reading Skills" (Linda Achren); "Catering for Beginning ESL Learners in Mixed-Ability Classes" (Margaret Huntington); "Preparing a Unit of Work" (Jenny Green); "Recycling Activities" (Lilliana Hajncl) Note: this name is spelled three different ways in the book ; "Adapting Teaching Strategies" (Anne Badenhorst); and "A Class Report" (Lilliana Hajncl). (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 394 361 FL 801 116

Smith, David R.
Immunization in Texas: Progress and Challenges and Teacher's Guide.
PUB DATE- 96
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Cost Effectiveness; *Disease

the cost disease, (2) the growth force, (3) the administrative lattice, and (4) the academic ratchet. Institutional mission drift is also noted. Section 7 then considers options for improving quality and containing costs including broad-based options and specific options for countering the cost disease, the administrative lattice, and the academic ratchet. Section 8 offers a framework for institutional change based on principles of total quality management and offers a case study of its application at the University of Michigan. (Contains 85 references.) (DB)

ED 394 381 HE 029 072

Gleason, Philip
Contending with Modernity: Catholic Higher Education in the Twentieth Century.
PUB DATE- 95
NOTE- 434p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Catholic Schools; *Church Related Colleges; *Educational History; Educational Philosophy; Educational Trends; *Higher Education; Institutional Role; *Intellectual History; Modernism; Philosophy; *Religion; Theological Education
IDENTIFIERS- *Twentieth Century

This book reviews the history of American Catholic higher education since 1900, with special attention to institutional and intellectual dimensions. Throughout, an "internalist" perspective is taken which attempts to tell the history of Catholic higher education as it appeared to those who were actors in the story, thus emphasizing the ideological dimensions which motivated Catholic educators. After an introduction which looks at the status of Catholic higher education in 1900, the material is organized chronologically in 14 chapters which discuss: (1) organizational challenges as the century opens; (2) rationalizing the Catholic system; (3) the impact of World War I; (4) Catholic colleges from 1900 to 1930; (5) the intellectual context in the period between the wars; (6) the beginnings of the Catholic renaissance; (7) the Catholic revival at its peak--about 1928; (8) increases in graduate programs by institutions; (9) difficulties during the thirties; (10) World War II and institutional shifts; (11) assimilative tendencies and curricular crosscurrents; (12) the backlash against the Catholic revival; (13) transition to a new era; and (14) the end of an era. (Contains extensive reference notes for each chapter.) (DB)

ED 394 382 HE 029 073

Hofstadter, Richard
Academic Freedom in the Age of the College. Foundations of Higher Education Series.
PUB DATE- 96
NOTE- 284p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *Academic Freedom; *Church Related Colleges; College Environment; Cultural Influences; *Educational History; Educational Trends; Higher Education; *Intellectual Freedom; Religion; United States History
IDENTIFIERS- *Eighteenth Century; Harvard University MA;

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Faculty; *Faculty Promotion; *Faculty Publishing; Feminism; Grants; Grantsmanship; Higher Education; Intellectual Disciplines; Intellectual Property; Internet; Productivity; Publish or Perish Issue; Scholarly Journals; *Scholarship; Technological Advancement; Technology
IDENTIFIERS- Postmodernism

The 21 essays in this collection resulted from a conference on needed changes to the faculty reward system and present a broader view of what should be honored as legitimate scholarly work and the role of publication. Papers are grouped in four sections on: (1) postmodern conceptions of scholarship; (2) scholarship in the late age of print; (3) promoting grant writing; and (4) promoting scholarly publishing. The papers are: (1) "Avoiding the 'Research versus Teaching' Trap: Expanding the Criteria for Evaluating Scholarship" (Richard C. Gebhardt); (2) "Disciplinary Association and the Work of Faculty" (Robert M. Diamond); (3) "Talking about Research: Are We Playing Someone Else's Game?" (Elizabeth S. Blake); (4) "A Reexamination of Views of Scholarly Publishing and Our Expectations of Faculty Productivity in Light of Federal Government Support" (Maggie Johnson and David Watt); (5) "Prospects for a Revaluation of Academic Values" (Morton Winston); (6) "The Dialectic of Feminism and Scholarship" (Patsy P. Schweickart); (7) "The Scholarly Journal and the Intellectual Sensorium" (Ralph Norman); (8) "Academic Publishing and New Technologies: Protecting Intellectual Property Is the Key" (James Lichtenberg); (9) "All Information Is Already in Formation: The Internet and the Future of Learned Journals" (R. A. Shoaf); (10) "Prototypes: New Forums for Scholarship in 'The Late Age of Print'" (Todd Taylor and David Erben); (11) "Pulling Out the Rug: Technology, Scholarship, and the Humanities" (Paul LeBlanc); (12) "The Physicality of Research: Typesetting, Printing, Binding, Fulfillment, Storage, and Academic Snobbery" (George Simson); (13) "Communities of Scholarship in the Electronic Age" (Douglas Harper); (14) "Old Solutions to New Problems: Looking to Renaissance Texts for Strategies of Hypertext Composition" (Richard Smyth); (15) "Developing and Supporting Faculty Grant Success: Building Research Capacity at Medium-Size Colleges and Universities" (Sandra Featherman); (16) "Publishing, Proposing, and Progressing" (W. A. Sibley); (17) "Characteristics of Successful Institutional Grants" (Robert A. Lucas); (18) "Adam Smith's Rules for Writers" (Robert Boice); (19) "The Role of the Scholarly Editor" (Brian J. Thompson); (20) "Active Mentorship in Scholarly Publishing: Why, What, Who, How" (Terri Frongia); and (21) "Mentoring and the Art of Getting Dissertations Published" (Fredric G. Gale). An annotated bibliography of 93 academic publishing sources is also provided. (Most papers contain references.) (DB)

ED 394 400 HE 029 094

Mingle, James R.
Vision and Reality for Technology-Based Delivery Systems in Postsecondary Education.
PUB DATE- 7 Dec 95
NOTE- 31p.; Paper presented at the Governor's Conference on Higher Education (St. Louis, MO, December 7, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

Science: Connections with Developmental Education" (Dana D. Darby); (2) "Issues Affecting the Definition of Developmental Education" (Emily Miller Payne and Barbara G. Lyman); (3) "Enhancing Education Through Cooperative Learning" (Eleanor Myers); (4) "Effects of Learning Support on College Algebra" (Cheryl B. Stratton); (5) "Foundation for A Constructivist, Whole Language Approach to Developmental College Reading" (David C. Caverly and Cynthia L. Peterson); (6) "The Educational Experience of Nontraditional Age Female African American Students" (Sandra Karnei Chumchal); and (7) "Defining Developmental Education: A Commentary" (Jeanne L. Higbee). (Individual papers contain references.) (NAV)

ED 394 416 HE 029 110

Peterson's Guide to Nursing Programs. Baccalaureate and Graduate Nursing Education in the U.S. and Canada. Second Edition.
PUB DATE- 96
NOTE- 688p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Research; Health Personnel; Higher Education; Information Dissemination; Information Services; Library Materials; Medical Associations; *Nursing Education; Nursing Research; Professional Development; Professional Personnel; Referral; Resource Materials; School Statistics; School Surveys

This revised and updated directory of nursing programs in the United States, U.S. Territories, and Canada includes details on over 2,000 undergraduate and graduate programs at over 625 colleges. Information is also listed for continuing education programs, fast-track options for Registered Nurses and Licensed Practical Nurses, clinical nurse specialist and nurse practitioner programs, accelerated programs for non-nurses, and post-master's certification and doctoral programs. Listings are arranged alphabetically by school name within each state. Each listing includes information on academic facilities, student life, expenses, financial aid, and a nursing student profile with demographic percentages by gender, minority, international, and part-time students. Some schools have provided 2-page descriptions which provide additional information on such aspects as campus environment, location, academic facilities, student groups, costs, and faculty. This edition also includes a new section with brief articles on nursing and related educational needs. Articles address: baccalaureate programs, masters' programs, the demand for nurse practitioners, Ph.D.s in nursing, quality indicators in doctoral programs, choosing a nursing program, international nursing students, and financial aid. (NAV)

ED 394 417 HE 029 111

Diamond, C. T. Patrick; Mullen, Carol A.
Beyond the Mentor-Mentee Arrangement. Co-authoring Forms of Post-Mentorship.
PUB DATE- Apr 96
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-13, 1996).

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Annotated Bibliographies; *Educational Practices; *Evaluation Methods; Formative Evaluation; *Literacy Education; Program Development; Program Evaluation; Summative Evaluation; Task Analysis; *Workplace Literacy

This handbook, which is intended for workplace literacy practitioners and trainers, examines how to develop and evaluate workplace literacy. Discussed in chapter 1 are the following: current practices in workplace literacy programs, literacy demands on workers and ways of addressing them through workplace education programs, and the importance of long-term education and custom-designed instruction. Chapter 2 details the following steps in the process of planning a workplace literacy program: establishing a planning group, analyzing the need for education, locating funding sources, and gaining management and employee support. Examined in chapter 3 is the process of conducting a literacy task analysis and using the findings to design curriculum materials relevant to learners' jobs. Suggestions are provided for customizing a curriculum and supplementing it with suitable off-the-shelf materials and job aids and for recruiting learners to a workplace literacy program. In chapter 4, the process of evaluating a workplace literacy program from the perspectives of formative and summative evaluations is explained. Contains a 10-item annotated bibliography of further resources and a 36-item reference list are included. Appended are 46 overhead transparency masters that provide a broad outline summary of each chapter. (MN)

ED 393 968 CE 071 244

Mikulecky, Larry; And Others
A Review of Recent Workplace Literacy Programs and a Projection of Future Challenges.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 96
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Curriculum; Demography; Economic Change; Educational Needs; *Educational Objectives; Educational Policy; *Educational Practices; *Educational Trends; *Education Work Relationship; Evaluation Methods; Futures (of Society); Guidelines; *Literacy Education; Literature Reviews; Partnerships in Education; Program Evaluation; School Business Relationship; State Federal Aid; State of the Art Reviews; Trend Analysis; *Workplace Literacy

The state of workplace literacy in the United States was reviewed, and future challenges facing workplace literacy programs given projected economic and demographic changes were examined. First, statistical information from 121 workplace literacy program reports entered into the ERIC database between 1990 and 1993 was synthesized in an analysis of the following: program organization and target clientele, program goals, curriculum and materials, and program complexity. Next, selected workplace literacy programs were profiled in the context of existing policy guidelines for federally funded workplace literacy programs. Special emphasis was placed on curriculum approaches, commitment of school and business partners, and program evaluation methods. The implications of

DESCRIPTORS- Adult Education; *Education Work Relationship; Elementary Secondary Education; *Employment Practices; *Manufacturing Industry; *Partnerships in Education; Personnel Policy; *Personnel Selection; *School Business Relationship; Staff Development; Vocational Education

A study explored the savings and/or costs associated with employers' decisions to use school measures--grades, teacher recommendations, school reputation--to screen job applicants. Using the results of the National Center on the Educational Quality of the Workforce's National Employer Survey, the analysis focused on two questions: (1) whether employers who have an effective connection with schools have lower recruiting costs because they are more successful in choosing new workers who "fit" the firm, and (2) whether these employers are more likely to invest in the training of these first-time workers during their first year of employment. An exploratory preliminary analysis yielded three principal answers. First, establishments that used school measures to screen job applicants had work forces with a smaller proportion of employees with less than 1 year of tenure. Second, within the manufacturing sector, establishments that used school measures to screen job applicants provided more training to new workers. Third, the results of the analysis suggested the existence of an education and training nexus. The same set of establishments did the following: used school measures to screen job applicants, invested in the initial training of new employees, provided tuition benefits, reported increased skill requirements for their jobs, and was more likely to have nonmanagers and nonsupervisors using computers. (Appendixes include variable definitions and survey questions and standard multivariate regression and logistic analyses results.) (YLB)

ED 393 987 CE 071 281

Crossman, Joanne Marciano
Assessment of Oral Communication Competencies at Johnson & Wales University. A Pilot Program Assessing Culinary Arts and Pastry Arts Students.
PUB DATE- 96
NOTE- 111p.; Field project, Certificate of Graduate Studies, Rhode Island College.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Competence; Competency Based Education; Cooking Instruction; *Cooks; Educational Research; *Evaluation Methods; Food Service; General Education; Higher Education; *Home Economics Education; Home Economics Skills; *Speech Communication; Speeches; Speech Instruction; *Speech Skills; Student Evaluation

The Oral Communication Competencies Assessment Project was designed to determine student communication competency across the curriculum, transferring skills taught in the communication skills class to authentic classroom performances. The 505 students who were required to make oral presentations across the curriculum during the first term of the 1995-96 academic year were assessed by 17 Johnson & Wales University faculty members. Faculty used the Oral Communication Mastery Document and Rubrics that were designed to be used by faculty from any discipline, novice or expert in assessment. It was expected and confirmed, in each of three presentations, that students demonstrate oral communication competency at an "adequate level," as defined by the rubrics' absolute standard of 3 on a components: duration, purpose, relationship to competency standards, prerequisites and/or corequisites, summary of content, delivery, list of learning outcomes, assessment criteria, minimum essential resources, and suggested references. Presenter's guidelines correlate content to the guidelines and resources in a three-column table format. The workshop resources section contains handouts, transparency masters, suggested resources, and workshop evaluation form. (YLB)

ED 394 006 CE 071 315

Developing ALBE Learning Programs. Inservice Program for Adult Literacy and Basic Education Personnel, Module 2.
PUB DATE- 93
NOTE- 95p.; For modules 1-5, see CE 071 314-318.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Educators; Adult Literacy; Competency Based Teacher Education; *Curriculum Development; Educational Planning; *Experiential Learning; Foreign Countries; *Inservice Teacher Education; Instructional Materials; Learning Activities; Learning Modules; *Literacy Education; Professional Development; Program Development; Teacher Workshops
IDENTIFIERS- *Australia

This module is the second of five integrated professional development modules for adult literacy and basic education (ALBE) personnel. This module is in the form of a 6-hour workshop, the purposes of which are to provide an experiential approach to ABLE program planning, to empower participants as curriculum developers, and to raise awareness of key components in the program planning process. An overview consists of these components: duration, purpose, relationship to competency standards, prerequisites and/or corequisites, summary of content, delivery, list of learning outcomes, assessment criteria, minimum essential resources, and suggested references. Presenter's guidelines correlate content to the guidelines and resources in a three-column table format. The workshop resources section contains handouts, transparency masters, suggested resources, and workshop evaluation form. (YLB)

ED 394 007 CE 071 316

Managing an ALBE Learning Environment. Inservice Program for Adult Literacy and Basic Education Personnel, Module 3.
PUB DATE- 93
NOTE- 48p.; For modules 1-5, see CE 071 314-318.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Educators; Adult Literacy; *Classroom Techniques; Competency Based Teacher Education; Foreign Countries; *Inservice Teacher Education; *Instructional Development; Instructional Materials; Learning Activities; Learning Modules; Learning Strategies; *Literacy Education; Material Development; Media Selection; Professional Development; Teacher Workshops; *Teaching Methods
IDENTIFIERS- *Australia

This module is the third of five integrated professional cover the following topics: (1) the double-edged sword--trade-offs and contradictions at work; (2) a model for self-alignment; and (3) different genders--different styles. Part 2, "The Five Success Strategies," describes five approaches to success: the emulator, the trooper, the balancer, the seeker, and the integrator. Part 3, "How to Increase Self-Alignment," has two chapters: discovering self-alignment--awareness, acceptance, action; and the success strategies as paths to self-alignment. Part 4, "Changing the Business Environment," provides a fresh view of the organizational challenge. Contains 53 references. (KC)

ED 394 027 CE 071 368

Management Practices. U.S. Companies Improve Performance through Quality Efforts. Report to the Honorable Donald Ritter, House of Representatives.
PUB DATE- May 91
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- Business; *Employer Employee Relationship; Employment Practices; *Job Performance; Performance Factors; *Personnel Management; *Private Sector; *Quality Control; *Total Quality Management
IDENTIFIERS- Impact Studies

The General Accounting Office (GAO) examined the impact of formal total quality management (TQM) practices on the performance of 20 selected U.S. companies that were among the highest-scoring applicants in 1988 and 1989 for the Malcolm Baldridge National Quality Award. Several key indicators used by companies to measure performance were analyzed. GAO staff interviewed representatives of the 20 companies and representatives of 18 groups concerned with issues of quality control, competitiveness, and work force development. In nearly all cases, companies adopting TQM practices experienced overall improvements in corporate performance. Although each of the companies studied developed its TQM practices in a unique environment with its own opportunities and problems, the following features of TQM systems were shared by the study companies: customer focus; management leadership; employee involvement; open corporate culture; fact-based decision making; and partnership with suppliers. It was emphasized that, although the study confirmed that many different kinds of companies benefit from putting specific TQM practices in place, it also established that none of the companies reaped those benefits immediately. (Appended are lists of participants in the GAO review and major contributors to this report.) (MN)

ED 394 028 CE 071 369

Organizational Culture. Techniques Companies Use to Perpetuate or Change Beliefs and Values. Report to the Chairman, Committee on Governmental Affairs, U.S. Senate.
PUB DATE- Feb 92
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- *Adoption (Ideas); Adult Education; Attitude Change; *Beliefs; Cultural Activities; *Cultural Maintenance; Employer

(Contains 12 references.) (YLB)

ED 394 046 CE 071 426

Hollenbeck, Kevin
School-to-Work Programs To Facilitate Youth Employment and Learning.
PUB DATE- 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Journal Articles (080)
DESCRIPTORS- *Articulation (Education); Cooperative Programs; Educational Change; *Educational Improvement; Educational Innovation; Educational Needs; *Education Work Relationship; Employer Attitudes; *High School Students; Institutional Cooperation; Postsecondary Education; Program Effectiveness; *Program Implementation; Secondary Education

School-to-work initiatives are becoming increasingly common as more states and the federal government launch programs to remedy the awkward transition of youth from high school into careers and to reform public education, especially for at-risk youth. The school-to-work programs that have been established across the country do not follow any one model, but most contain elements that mark them as school-to work programs (such as being an identifiable, formal part of the curriculum, involving active participation of employers, involving job experience, and resulting in certification of skills). Many positive results have been identified; however, the programs face barriers, especially generating enough employer interest to accommodate all students. Other barriers include the following: the attitude of two-year postsecondary institution, parent attitudes, the unwillingness of four-year institutions to recognize school-to-work coursework, and the need for student support services such as transportation and counseling. Rigorous evaluation of school-to-work programs is needed in order to determine whether they achieve their objectives of improving the process of transition into the labor force for young people or achieving systemic reform of education. (KC)

ED 394 047 CE 071 430

Chang, Liang-Te; And Others
An Application of Fuzzy Theory to Technical Competency Analysis for the Entry-Level Electronic Technician.
PUB DATE- Apr 96
NOTE- 11p.; Paper presented at the International Fuzzy Systems and Intelligent Control Conference (Louisville, KY, April 8-10, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Competence; *Curriculum Development; Educational Improvement; *Education Work Relationship; *Electronic Technicians; *Engineering Education; Engineers; Entry Workers; Foreign Countries; *Job Analysis; Job Skills; *Research Methodology; Two Year Colleges
IDENTIFIERS- DACUM Process; *Fuzzy Set Theory; Taiwan

A study was conducted to develop the electronic technical competencies of duty and task analysis by using a revised DACUM (Developing a Curriculum) method, a questionnaire survey, and a fuzzy synthesis operation. The revised DACUM process relied on anachronistic; the social partners have practically no input in the design and implementation stages of policy; and vocational graduates' qualifications are incomplete and only minimally marketable; research is virtually nonexistent; and vocational education is inadequately funded by either national or European Community resources. (Contains 44 tables/figures. Appended are the following: list of acronyms/abbreviations; 79-item reference list; 50-item bibliography; and list of 12 relevant organizations.) (MN)

ED 394 065 CE 071 464

Fressura, Nicola; And Others
Vocational Education and Training in Italy.
PUB DATE- 95
NOTE- 144p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Education; Adult Education; Apprenticeships; Articulation (Education); Economic Change; Educational Change; Educational Finance; Educational Legislation; Educational Objectives; *Educational Policy; *Educational Practices; *Educational Trends; *Education Work Relationship; Elementary Secondary Education; Financial Support; Foreign Countries; Futures (of Society); Integrated Curriculum; *Job Training; Labor Market; Postsecondary Education; School Business Relationship; Tables (Data); Trend Analysis; *Vocational Education
IDENTIFIERS- European Community; *Italy

A study examined vocational education and training in Italy. First, vocational education was placed within the context of Italy's political and administrative structures and economy. Italy's systems of general and vocational education were described, and the legislative aspects were examined. Special attention was paid to funding from various European Community sources. It was concluded that vocational education in Italy needs a more standard and structured framework; however, it was deemed likely that demand from individuals and enterprises would be a further factor in continued diversification through experiments that may offer many people their only opportunity to catch up on the basis knowledge needed to obtain a job or improve their prospects. Increasing demand from small firms, the possibility of training providing skills in a number of sectors, and the spread of new technology into nonindustrial sectors were seen as three of many factors that would stimulate changes in both content and delivery of vocational education. European integration was deemed the greatest stimulus for renewal of vocational education in Italy. (Contains 43 tables/figures. Appended are the following: a list of acronyms/abbreviations; names/addresses of 46 agencies, organizations, and training institutions; a 65-item bibliography; and glossary.) (MN)

ED 394 066 CE 071 465

Romkens, Leon; Visser, Karel
Vocational Education and Training in the Netherlands.
PUB DATE- 94
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Education; Adult Education;

Chambliss, Catherine
Less Is Sometimes More in Therapy: Avoiding the False Memory Syndrome.
PUB DATE- 96
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Client Characteristics (Human Services); Counselor Client Relationship; Counselor Evaluation; Higher Education; Human Relations; Life Events; *Long Term Memory; Memory; Parent Child Relationship; Psychological Evaluation; Psychotherapy; *Recall (Psychology)
IDENTIFIERS- *Episodic Memory; *False Memories

Many individuals may be limited in their ability to retrieve clear memories of positive, recurring, childhood experiences. In order to ascertain the generability of this phenomenon, researchers asked college students (n=340) whether they could recall ever having sat on a parent's lap when they were under five years of age. As predicted, only a minority (12 per cent) of the students sampled reported the ability to remember being held by a parent. These findings are consistent with cognitive research which suggests that memory operates in selective ways. There is an evolutionary advantage to such selectivity, as a complete memory record of each and every life event would be too wasteful: individuals only need to remember elements they must learn from and the lessons acquired. Consequently, many individuals' recollections may have a negative bias because traumatic or novel experiences are disproportionately encoded. Clinical conclusions based on such inaccurate information could often themselves be misleading and potentially untherapeutic. Upon hearing disproportionately about the painful and negative experiences in a client's past, the clinician may be swayed to think of the client as unusually deprived. If such portrayals are communicated to clients, they may adulterate the clients' own reconstructions of their pasts, and foster inaccurate beliefs of having been disadvantaged or victimized. (Contains six references.) (TS)

ED 394 084 CG 026 886

Systemic Evaluation: A New Approach to Assessing the Effects of Tobacco, Alcohol, and Other Drug (TAOD) Programs.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Nov 95
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Alcohol Education; *Community Health Services; *Drug Education; Human Services; Program Improvement; *School Community Programs; School Health Services; Secondary Education; Tobacco

This collection of six articles describes essential features of systemic program evaluation. Articles are: (1) "Programs Need to Go Beyond 'Comprehensive'" (R. Jerry Adams and Kim Yap); (2) "Systematic Planning of Goals for Desired Outcomes" (Steve Nelson); (3) "A Framework for Conducting Systematic Evaluation" (Dean Arrasmith); (4) "Developing Systematic Improvement Strategies" (Joan Shaughnessy); (5) "How to Design a Systemic Evaluation Process" (Roy Kruger and Patrick Weasel Head); and (6) "Using Evaluation Findings in Improvement Efforts" (Changhua Wang). Developed on the basis of a review of the

status (SES) as possible moderators on the long term effects of divorce on vocational certainty. Undergraduate students (n=136) were given self-report measures on the selected variables. A multiple discriminant analysis was used to measure the interpersonal variables as they predicted and classified the participants according to group membership. Instruments used were: the Rosenberg Self-Esteem Scale, the Self-Efficacy Scale, and the Career Decision Scale. Socioeconomic classification was computed using the Hollingshead Index of Social Position. Multiple discriminant aralysis was performed on both an analysis sample and a holdout sample for cross-validation. Socioeconomic status was found to be statistically significant when the univariate procedure was performed, upholding the findings of other studies showing that family SES is often negatively impacted by divorce. Structure coefficients and loadings derived from the discriminant analysis procedure upheld the significance of SES. Contains 12 tables and 52 references. (JBJ)

ED 394 104 CG 026 936

Hamilton, Cathy H.
Trends, Issues, and Implications: The Influence of Child Care Needs on the Employment of Women.
PUB DATE- Nov 95
NOTE- 22p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Biloxi, MS, November 8-10, 1995)
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Child Rearing; *Day Care; Day Care Centers; Early Childhood Education; *Employed Parents; *Employed Women; Employer Employee Relationship; Employer Supported Daycare; *Family Work Relationship; Flexible Working Hours; *Fringe Benefits; Labor Force; *Labor Legislation; Latchkey Children

This report focuses on current trends of women in the workforce, issues they face with child care, and how the implications of those trends and issues have influenced corporate and governmental response. In 1990, 47% of the working mother population relied on spouses or relatives to provide care for their young children. Between 2 and 5 million children ages 6 to 13 are on their own between the time school lets out and when their parents return from work. Licensed day care centers account for the care of approximately 10% of the 8.5 million children under six years of age. For families earning $15,000 or less annually with a child under 5 years of age, childcare expenses consume 23% of all household expenditures. For families earning over $50,000 the percentage falls to 6%. Even in states where overall supply of child care is high, access is sharply lower in poorer areas and rural communities. The high cost of child care restricts women's employment prospects, both in terms of current employment status and the amount of time they spend in paid work. The professional part-time workforce, job sharing, shift work, flexible work hours, corporate responses, and federal programs as they relate to employed parents are discussed. (JBJ)

ED 394 105 CG 026 937

Boals, Beverly G.; And Others
Perceptions of Pregnant Teens and Teen Mothers Entering a Training Program on Parenting Skills and Knowledge about

The Effect of Reading Aloud on a Student's Attitude toward Reading in Fourth Grade.
PUB DATE- Apr 96
NOTE- 58p.; M.A. Project, Kean College of New Jersey.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Class Activities; *Grade 4; Intermediate Grades; *Reading Aloud to Others; *Reading Attitudes; *Reading Motivation; Reading Research; *Sex Differences
IDENTIFIERS- Estes Attitude Scale; New Jersey (Jersey City)

A study determined if reading aloud to fourth-grade students would have a positive effect on their attitudes toward reading, and if there would be a difference between the attitudes of boys and girls. In Jersey City, New Jersey, 28 fourth-grade students were read aloud to on a daily basis for 15 minutes over 14 weeks. A pretest and posttest were given using the Estes Scale to Measure Attitudes toward Reading. The results indicated that reading aloud to fourth-grade students does not significantly result in positive change of their attitudes toward reading. Results also indicated that reading aloud affected boys' attitudes toward reading in a positive way, while girls' attitudes were affected negatively. While these differences were not statistically significant, they beg for further research to determine if boys and girls do in fact have different responses to being read to. Another implication of the study is that teachers should be aware of their students' attitudes toward reading. This study spanned a fairly short period of time; a longer study could reexamine the hypotheses of this study. Admittedly, reading aloud to students will not solve all the problems, but it may be one of the most important paths toward creating a positive attitude. (Contains 3 tables of data, 50 references, and related literature. Attached are the "Estes Scale" and pretest/posttest scores). (Author/TB)

ED 394 125 CS 012 417

Peitz, Patricia; Vena, Patricia
Vocabulary Teaching Strategies: Effects on Vocabulary Recognition and Comprehension at the First Grade Level.
PUB DATE- Apr 96
NOTE- 44p.; M.A. Project, Kean College of New Jersey.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; *Comparative Testing; Grade 1; Instructional Effectiveness; *Learning Strategies; Primary Education; Reading Comprehension; Teaching Methods; *Vocabulary Development; *Vocabulary Skills
IDENTIFIERS- Teaching Research; Vocabulary in Context Exercises

A study examined teaching methods for vocabulary at the first grade level. The study compared teaching vocabulary in context and teaching vocabulary in isolation. Subjects were 32 culturally diverse first-grade students from varying socioeconomic backgrounds. The sample consisted of 14 boys and 18 girls, heterogeneously grouped. Two teacher-made tests were used, each consisting of 30 multiple choice items: Test A, to test vocabulary in isolation; and Test B, to test vocabulary in context. Target words for the tests were taken from the Dolch list, the Harris-Jacob list, and the reading material used in the classroom on a regular basis. Both tests were administered as pretests prior to instruction. After a 3-month period of

ED 394 145 CS 215 279

Mariano, Lois S.
Teaching Tales of Virtue: The Effect of Moral Literature on Middle School Students.
PUB DATE- Apr 96
NOTE- 41p.; M.A. Project, Kean College of New Jersey.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescent Literature; Attitude Measures; Codes of Ethics; *Ethics; Grade 6; Intermediate Grades; *Literature Appreciation; Middle Schools; *Moral Issues; *Moral Values; *Student Attitudes; Thematic Approach; Writing Assignments
IDENTIFIERS- *Middle School Students; New Jersey (Union); Virtues

A study determined if exposing middle school students to stories and poems that show what virtues look like, how they are practiced, how to recognize them, and how they work, would have a significant effect on the degree of assimilation of these virtues expressed by the students. Sixth-grade students (n=23) attending a suburban middle school in Union, New Jersey completed a pretest to determine their thoughts about values. Following the pretest, the students read a unit of moral literature and examined such character traits as honesty, compassion, courage, perseverance, and patriotism. Discussion groups and related writings were integrated with the literature. Upon completion of the unit lessons, students were administered a posttest to determine their knowledge of values and the influence that values have on behavior and beliefs. They were asked to reply "yes" or "no" to questions dealing with values and their impact on behavior. Analysis of the results revealed a significant difference; students' assimilation of virtues was positively affected by reading of moral literature. Additional research needs to be conducted to refine the understanding of the curricular placement, the length of time of response, and the lasting effects of moral literature. (Contains a table of data, 29 references, and related literature. Appended are pretest and posttest scores and a survey sheet.) (Author/TB)

ED 394 146 CS 215 282

Lichtenstein, Nora
The Effect of Word Processing on Writing Achievement.
PUB DATE- Apr 96
NOTE- 36p.; M.A. Project, Kean College of New Jersey.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Childrens Writing; Comparative Analysis; *Computer Assisted Instruction; Computer Literacy; Grade 5; Intermediate Grades; *Word Processing; *Writing Achievement; Writing Evaluation; *Writing Processes; Writing Research
IDENTIFIERS- *Computer Assisted Writing; Livingston Township School District NJ; *Writing Implements

A study investigated the effect of word processing on the quality of children's writing. Subjects were 32 fifth-graders in a public school in the suburban town of Livingston, New Jersey. One sample had access to computers in their classroom everyday for writing. The other sample group used computers once a week in the lab; their daily writing instruments were a piece of

International Communication Association (46th, Chicago, IL, May 23-27, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; Factor Analysis; Higher Education; *Interpersonal Communication; *Interpersonal Relationship; Psychometrics; *Satisfaction; Theory Practice Relationship; Undergraduate Students
IDENTIFIERS- *Dialectical Reasoning; Relational Communication; Research Suggestions; Romantic Relationship; *Tension

A study explored psychometric relationships among three dialectical tensions (connection/autonomy, openness/closedness, and novelty/predictability). A confirmatory factor analysis using 694 undergraduate students (347 romantic dyads) culled from various courses in a large midwestern metropolitan university confirmed the existence and independence of each of the dialectical poles. Each pole of the dialectical tension was positively correlated with the other pole, indicating that the conceptualization of the poles as mutually negating "opposites" received no support. The examination of the relationship with satisfaction within the romantic relationships indicated that the existence of the dialectical tensions are positively correlated. Findings may not be surprising, because as a relationship progresses the level of tension should increase. However, it is the successful negotiation of management of the dialectical tension (rather than avoidance of the tension) between conflicting desires that should provide the basis of relational satisfaction. A combination of demographic and dialectical tension measures generated strong (individual level Multiple R=.76, dyadic level Multiple R=.79) predictions of relational satisfaction. Future research should consider the process issues in relational development--both longitudinal designs and designs to test various process models need to be developed to reveal possibilities. (Contains 7 tables of data and 15 references.) (Author/NKA)

ED 394 165 CS 509 267

MacAlpine, Loretta
Inside KidVid: The Essential Parents' Guide to Video.
PUB DATE- 95
NOTE- 248p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132),Non-print Media (100)
DESCRIPTORS- *Audience Awareness; *Childhood Interests; Educational Media; Educational Resources; *Mass Media Use; *Parent Role; *Videotape Recordings
IDENTIFIERS- Video Tape Reviews; *Video Viewing

This guide aims to help parents choose stimulating, educational, and fun videos for their children from the more than 7,000 currently available. The guide includes: 10 tips for evaluating and choosing videos; interviews with and advice from experts; annotated descriptions of more than 400 recommended videos; essential information such as suggested viewer age range, ratings, awards, and videos on related topics; and reference lists of the best video suppliers, mail-order houses and catalogs, and other resources. Following an introduction which

Local Government; Property Taxes; *Public Schools; *Resource Allocation; Salaries; State Government

This 1992 report places the education finance data released by the United States Census Bureau in a single report. It contains financial statistics relating to public higher, elementary-secondary and other education. It presents national and state financial aggregates and displays data for each public school system with an enrollment of 5,000 or more. Introductory text describes the scope, concepts, sources, survey methodology, and limitations of data. It also identifies other Census Bureau products that contain public education finance data. The tabular section contains 24 tables. The first six tables show public elementary-secondary education, higher education, and other education finances within the structure of governments in the United States. Table 1 presents a 5-year summary of federal, state, and local government education expenditures. Tables 2 through 6 contain detail on education expenditures by state and local governments with data aggregated for each state. The remaining tables pertain only to elementary-secondary education finances. National summaries and size-group data for elementary-secondary education systems appear in tables 7 and 8. Summaries and state-level detail are presented in tables 9 through 18. Elementary-secondary finance data are shown in table 9, revenues in tables 10 through 13, expenditures in tables 14 through 17, and indebtedness in table 18. State rankings based on revenues and expenditures per student appear in table 19. State rankings based on the relation of revenues and expenditures to state personal income are shown in table 20. Finance data for individual public school systems with enrollments of 5,000 or more are displayed in tables 21, 22, and 23. Supplementary data on state-level populations, enrollments, and personal income are shown in table 24. Five figures are included. Appendices contain definitions, a description of state-by-state differences in financing methods, a list of state abbreviations, and a table showing federal government expenditures for education. (LMI)

ED 394 184 EA 027 505

Nolte, M. Chester
How To Survive As a Principal: The Legal Dimension.
PUB DATE- 83
NOTE- 245p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Collective Bargaining; *Compliance (Legal); Constitutional Law; *Court Litigation; Discipline Policy; Elementary Secondary Education; Federal Legislation; Freedom of Speech; *Legal Problems; *Legal Responsibility; Libel and Slander; Parent Rights; *Principals; Privacy; Sex Discrimination; Student Rights; Teacher Evaluation

The principal's domain has been increasingly shaped by demands for accountability, by student activism and teacher collectivism, and by increased administrative centralization. Principals need to know their legal rights and responsibilities in order to survive in the principalship. This book was designed to serve as a practice primer for the school principal. Chapters address the following topics: from office to courtroom, employment security, student discipline and control, liability for student injury, the principal's right gaps between state outcomes and national goals, provides evidence supporting the need for change, makes key recommendations, and identifies steps for policy action. Appendices contain a list of program participants, interview team members, the interview form, and the National Education Goals and Business Roundtable's agenda. (LMI)

ED 394 202 EA 027 526

Meal Pattern Requirements and Offer versus Serve Manual.
PUB DATE- Aug 90
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Breakfast Programs; Elementary Secondary Education; Federal Programs; Federal Regulation; *Food Service; Food Standards; Guidelines; *Lunch Programs; National Programs; *Nutrition

This manual contains information on federal policy regarding meal-pattern requirements for school-nutrition programs. It also describes the Offer Versus Serve (OVS) provision, which allows students to decline either one or two food items they do not intend to eat in order to reduce food waste. The manual explains food components, gives examples of menus, and contains exercises to test food-service employee knowledge. Part 1 explains the meal-pattern requirements in the National School Lunch Program (NSLP). Part 2 discusses OVS in the NSLP, and part 3 explains meal-pattern requirements in the School Breakfast Program (SBP). Parts 4 and 5 discuss the OVS provision and details for implementation. Exercises and quizzes are designed to enhance working knowledge of the guidelines. The final part includes a glossary of terms, a history of meal patterns, answers to the exercises, and meal-pattern charts. (Contains 13 references.) (LMI)

ED 394 203 EA 027 527

Meal Counting and Claiming Manual.
PUB DATE- Apr 91
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; *Breakfast Programs; Elementary Secondary Education; Federal Programs; Federal Regulation; *Food Service; Food Standards; Guidelines; *Lunch Programs; National Programs; *Nutrition; *Recordkeeping

This manual contains information about the selection and implementation of a meal counting and claiming system for the National School Lunch Program (NSLP) and the School Breakfast Program (BSP). Federal reimbursement is provided for each meal that meets program requirements and is served to an eligible student. Part 1 explains the six elements of an acceptable meal-counting and claiming system: eligibility documentation, collection procedures, point-of-service meal counts, reports, claim for reimbursement, and internal controls. Part 2 describes examples of counting and claiming systems, including

Oettinger Montani); "Theoretical, Technical, and Practical Aspects of the S-Cognitive Processing Test: The Development of a Dynamic Assessment Measure" (H. Lee Swanson); and "Quantitative Synthesis of Survey Research: Methodology and Validation" (Thomas E. Scruggs and Margo A. Mastropieri). The papers which address intervention research are: "Treatment of Serious Antisocial Behavior" (Sonja K. Schoenwald and others); "Interventions for Students with Attention Deficit Hyperactivity Disorder: A Review of the Literature" (Marjorie Montague and others); "A Selective Synthesis of Intervention Research for Students with Learning Disabilities: Is There General Support for a Strategy Deficit Model?" (H. Lee Swanson and others); "Strategic Learning in Students with Learning Disabilities: The Role of Self-Awareness and Self-Perception" (Lynn Meltzer); and "Reading Comprehension: A Synthesis of Research in Learning Disabilities" (Margo A. Mastropieri and others). (Individual papers contain extensive references.) (DB)

ED 394 223 EC 304 743

Parette, Howard P., Jr.
Augmentative and Alternative Communication Decision-Making Strategies for IEP Teams.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 96
NOTE- 21p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (74th, Orlando, FL, April 1-5, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Augmentative and Alternative Communication; Communication Aids (for Disabled); *Communication Disorders; *Decision Making; Elementary Secondary Education; Equipment Evaluation; *Individualized Education Programs; *Selection; Student Characteristics

This paper addresses considerations inherent in the augmentative and alternative communication (AAC) decision-making process which are important for teachers and related services personnel who participate on Individualized Education Program (IEP) teams for students with disabilities. Specific dimensions discussed include characteristics of the student needing AAC, AAC device characteristics, school issues, and family and cultural issues. Student characteristics identified which may affect AAC device use include performance levels; age; current devices used, past experiences, and preferences; academic and vocational aspirations; student desire for independence; student training needs; and changes over time. Specific factors related to AAC devices considered are: range and availability of AAC devices, ability to enhance levels of performance, real cost, ease of use, comfort, dependability, transportability, longevity and durability, adaptability, compatibility with other devices, opportunity for hands-on experience, and repair considerations. School issues discussed include costs, outside-school usage of devices, protection from theft and damage, and school personnel training needs. Specific family issues addressed include: changes in activities, routines, and resources; effect on interaction patterns; cultural respect; and independence. Finally, the importance of linkages among these various domains is stressed for good decision-making regarding AAC devices. A

IDENTIFIERS- *Pointing (Gesture); *Wisconsin Sensorimotor Pointing Assessment

This manual describes the Wisconsin Sensorimotor Pointing Assessment (WSPA) for individuals with severe communication deficits complicated by other cognitive or motor disabilities, and provides guidelines for its administration. The WSPA was designed to quantify four categories of sensory and motor abilities necessary for initiating and accurately executing finger-pointing to access alternative and augmentative communication aids. The four categories are: (1) abilities which are basic to normal movement patterns; (2) patterns of movement which are atypical; (3) behavioral responses to sensory input; and (4) observation of behavioral arousal level. The WSPA is a structured observational scale appropriate for use by occupational therapists or other skilled observers for individuals ages seven through adult. The manual provides information on the scale's rationale, background, development, reliability, validity, necessary materials, administration techniques, and scaling. It provides operational definitions, assessment criteria, and scoring guidelines for each of the four categories assessed. The assessment form itself is attached. (Contains 17 references.) (DB)

ED 394 243 EC 304 763

Huebner, Ruth; And Others

Literature Review from Case Studies on Facilitated Communication. Trace Reprint Series.

SPONS. AGENCY- Dane County, Madison, WI. Dept. of Human Services.

PUB DATE- 94

NOTE- 17p.; For related documents, see EC 304 762 and EC 304 764.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *Augmentative and Alternative Communication; Autism; Communication Aids (for Disabled); *Communication Disorders; *Communication Skills; *Interpersonal Communication; Severe Disabilities; *Validity

IDENTIFIERS- *Facilitated Communication

This review of the literature on facilitated communication (FC) with individuals having severe communication disorders focuses on three major issues: (1) the history and development of FC, with varying opinions on the purpose of FC; (2) criteria for selecting individuals as having potential to benefit from FC; and (3) findings and issues surrounding message authorship. First, the conceptual framework and purpose of facilitated communication is reviewed. A lack of agreement on characteristics of appropriate candidates for FC is noted. Questions addressed concerning message authorship include whether to test for authorship validity or not, how to test for authorship, and how to determine who authors a given message. Also reviewed is literature on collateral effects of FC and societal impacts, including ethical issues, benefits, and harmful effects. (Contains 78 references.) (DB)

ED 394 244 EC 304 764

Gamradt, Julie; And Others

Description of Case Studies on Facilitated Communication and Summary and Conclusions from Case Studies on Facilitated Communication. Trace Reprint Series.

SPONS. AGENCY- Dane County, Madison, WI. Dept. of Human Services.

PUB DATE- 94

NOTE- 28p.; For related documents, see EC 304 762-763.

Education; Special Education; *Student Evaluation; *Student Placement
IDENTIFIERS- *Ohio

This booklet is intended to provide Ohio parents with information about their legal rights concerning the identification, evaluation, and placement of a preschool child with a suspected disability. The first section focuses on identification including the in-school identification system, the out-of-school identification system, and confidentiality. Section 2 deals with evaluation. It covers pre-evaluation activities (referral and notice of parents' rights) and evaluation considerations such as the purpose of evaluation, evaluation content, the team report, and the independent evaluation. Section 3 examines how decisions about services are made. It contains information about the Individualized Education Program (IEP), the IEP meeting, placement, and periodic review. Section 4 discusses the importance of parents and schools working together and includes suggestions by parents for parents. The following section addresses how disagreements are resolved through mediation. It discusses the case conference, administrative review, and the pre-hearing conference. The final section is on the impartial due process hearing and contains information on requesting a hearing, rights of the parties, the hearing process, appeals, and costs. Appendices include a timeline, a flow-chart of the process, sources of further information, and a brief glossary. (DB)

ED 394 262 EC 304 782

Overton, Terry
Assessment in Special Education: An Applied Approach. Second Edition.
PUB DATE- 96
NOTE- 456p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Achievement Tests; Diagnostic Tests; *Disabilities; Educational Legislation; Elementary Secondary Education; *Evaluation Methods; Informal Assessment; Intelligence Tests; Legal Responsibility; Measures (Individuals); Norm Referenced Tests; Preschool Education; *Psychometrics; Standardized Tests; Statistical Analysis; *Student Evaluation; *Testing; *Test Interpretation
IDENTIFIERS- Functional Assessment; Individuals with Disabilities Education Act

This text on the assessment of students with disabilities focuses on accuracy in assessment and testing and the need for functional and meaningful assessment practices. The 14 chapters are grouped into 4 major parts. The first part, "An Introduction to Assessment," describes a comprehensive evaluation and discusses the mandatory assessment regulations set forth in the Individuals with Disabilities Education Act. The second part, "Technical Prerequisites of Understanding Assessment," addresses the topics of descriptive statistics, reliability and validity, and norm-referenced assessment. The third part, "Assessing Students," discusses various types of assessment, including: (1) tests of educational achievement; (2) standardized educational diagnostic tests; (3) informal assessment techniques; (4) methods of assessing behavior; (5) measures of intelligence and adaptive behavior; (6) diagnostic instruments that measure language, sensory-motor ability,

March 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chinese; Classification; Classroom Techniques; *Contrastive Linguistics; Discourse Analysis; *English (Second Language); Expository Writing; *Language Patterns; Paragraph Composition; Rhetoric; Second Language Instruction; Writing Instruction; *Writing Processes

An approach to teaching expository writing in English as a Second Language (ESL) to native speakers of Chinese is offered. It is based on a comparison and classification of rhetorical patterns in the two languages. Chinese rhetoric contains a wide variety of methods of presentation, including both direct and indirect, or metaphoric, forms. It is proposed that if ESL teachers find their Chinese students using the more indirect forms, they can refer students to direct forms expected in English rhetoric. A number of Chinese writing samples are analyzed according to a guide of English paragraph patterns and tree diagrams to determine their organization. It is noted that the Chinese direct pattern has the same linear paragraph development as English expository essay, and that almost all rhetorical structures in English also exist in Chinese. This phenomenon makes it possible for classroom comparison. Contains 16 references. (MSE)

ED 394 281 FL 023 672

Winter, Henny; And Others
Integrating Global Cultures in EFL Materials.
PUB DATE- 96
NOTE- 10p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (30th, Chicago, IL, March 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Compulsory Education; Cultural Context; *Cultural Pluralism; Curriculum Design; Educational Trends; *English (Second Language); Foreign Countries; *Instructional Materials; Junior High Schools; *Multicultural Education; Postsecondary Education; *Relevance (Education); Secondary Education; Second Language Instruction; Trend Analysis
IDENTIFIERS- *Indonesia

The multicultural context of English-as-a-Foreign-Language (EFL) instruction in Indonesia is discussed from two perspectives. The first is that of EFL instruction in junior high school, a broad and rapidly growing population due to the new 9-year compulsory education requirements. The second perspective described is that of the population needing EFL study for employment purposes and career advancement, a narrower but dynamic group important for human resource development. It is argued that in this context, in which 560 languages are spoken by 340 ethnic groups and English is not the lingua franca, global cultures, not just American or British, must be represented in EFL instructional materials in order to give them relevance to these EFL populations. The kinds of contexts in which Indonesians are exposed to English language are examined, at home, in schools, and in daily life outside the home. Materials developed for use at a prestigious language institute are then discussed and outlined briefly. The related problems; it can also include in-class training by a supportive peer. Peer coaching is an ongoing process. Benefits include formation of relationships to coordinate the knowledge and skills needed to help LCD students effectively, improvement in teaching, and development of a more positive outlook towards LCD students by mainstream teachers. Peer coaching programs can be initiated by two teachers jointly planning instruction segments or by assigning a more skilled teacher to teach others. Four working models of peer coaching are described in detail: technical, collegial, challenge, and team. Factors to be considered before implementing a coaching system are listed, and coaching program implementation strategy steps are offered. Six specific strategies for low-cost coaching arrangements are suggested. (Contains 23 references.) (NAV)

ED 394 301 FL 023 697

Collier, Virginia P.
Acquiring a Second Language for School.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 95
NOTE- 14p.; For other issues in this series, see FL 023 694-701.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; *English (Second Language); *Language Research; Language Role; Models; *Native Language Instruction; *Second Language Learning; Sociocultural Patterns; Socioeconomic Influences

This report offers a conceptual model for use with language minority children who are entering a new school when they must acquire the language of the majority student population. The model has four development components or processes: sociocultural, linguistic, academic, and cognitive. These four components are described in detail. Research is offered to support the model, including issues of first and second language acquisition, academic second language proficiency, bilingual education, role of the first language and the input and interaction in language development, and the sociocultural context of schooling. Findings from author research suggest that two-way bilingual education at the elementary school level is the most promising program model for the long-term academic success of language minority students. Especially for students in grades K-12, uninterrupted cognitive, academic, and linguistic development are essential to school success; neglect or over-emphasis of one component may affect long-term growth. Research has indicated that it takes the most advantaged students 4-12 years of second language development to reach deep academic proficiency to compete successfully with native speakers. Alternate program suggestions are offered regarding academic achievement for linguistic minority cases where first language instructional support cannot be provided. (Contains 32 references.) (NAV)

ED 394 302 FL 023 698

Gonzalez, Gustavo; Maez, Lento F.
Advances in Research in Bilingual Education.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

Communication; Classroom Observation Techniques; Classroom Techniques; Code Switching (Language); Cross Cultural Training; Discourse Analysis; Educational Strategies; Elementary Secondary Education; Ethnography; *Inservice Teacher Education; Instructional Innovation; *Intercultural Communication; Interpersonal Relationship; *Peer Teaching; Power Structure; Surveys; Team Teaching
IDENTIFIERS- *Border Communities; *Two Way Bilingual Education
A 5-year study, conducted in two schools on the Texas-Mexico border, is investigating the effectiveness of peer coaching as a professional development strategy for teachers in two-way bilingual education programs. A group of 24 teachers, half bilingual and Hispanic and half monolingual and Anglo participated in the study. For each, classroom ethnographies were compiled after classroom observation, and teachers were videotaped at random times during classroom teaching. Six teachers were observed all day for a period of one week. In addition, teachers responded to a questionnaire on teaching practices, team teaching experience, and perceived problems and successes. Professional development sessions, during which the teachers acted as peer coaches, were also videotaped and ethnographies were developed for them. Ethnographies were analyzed for code switching, instructional patterns for each language, social/power relationships, teacher/student participation structures, and identification of particular discourse forms. The methods were found to be effective in focusing on the quality of student participation patterns, level of learning quality in each language, time and status given to each language, and teachers' professional development needs. (Contains 39 references.) (MSE)

ED 394 320 FL 023 723

Catalogue of Resources in the German Language.
PUB DATE- 95
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Foreign Countries; *German; *Instructional Materials; Library Catalogs; Multilingual Materials; *Reference Materials; Resource Materials; Second Language Learning; Videotape Recordings
This bibliography offers a listing of German language instructional resource texts, videorecordings, kits, and films on many subjects, available from the provincial library of Manitoba (Canada). Resources are listed alphabetically by title. Each listing includes general bibliographic information, including catalogue number, appropriate grade level, and location in the Manitoba library special collections. (Includes a subject index.) (NAV)

ED 394 321 FL 023 725

Cui, Songren
Assessment: Individual Achievement and Program Effectiveness.
PUB DATE- Nov 95
NOTE- 12p.; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (29th, Anaheim, CA, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays

supplemental activities are also suggested. The student edition contains only the exercises. It is suggested that the activities could be adapted to any museum. (MSE)

ED 394 340 FL 023 752

MacLaughlin, Dawn
Universal Grammar and L2 Acquisition of Reflexive Binding: Some Learners Acquire a Non-L1/Non-Target System.
PUB DATE- Mar 94
NOTE- 14p.; Paper presented at the Annual Meeting of the Second Language Research Forum (Ithaca, NY, October 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- English; *Grammar; Language Acquisition; *Language Patterns; *Language Universals; Second Language Learning; *Second Languages; *Syntax
IDENTIFIERS- *Reflexives

It is proposed here that second language learners can acquire a system of reflexive binding, both local and long-distance, that is different from that found in their native language, and individual subject data are offered to support this claim. First, some general properties of the syntactic behavior of reflexives and reflexive constructions are outlined, and results of previous second-language research on acquisition of English reflexives are summarized. Data from another researcher's earlier study are then re-analyzed in terms of individual subjects, and it is demonstrated that some of the second language learners acquired a system of reflexive binding that is different from both the native language and the target language. Finally, the claim, made in other research, that transfer is the only developmental factor in the acquisition of English reflexives by non-native speakers is challenged. Contains 32 references. (MSE)

ED 394 341 FL 023 753

Adams, Beverly Colwell; Wade, Melissa M.
The Impact of the Comma on Sentence Processing.
PUB DATE- Apr 96
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Adults; *Age Differences; *Ambiguity; Children; College Students; Grade 4; Grade 6; Grammar; Higher Education; Intermediate Grades; *Language Processing; *Punctuation; Reading Comprehension; Sentence Structure; *Syntax
IDENTIFIERS- Ambiguity Detection; *Commas; *Parsing

A study investigated whether children and adolescents use commas and the principle of Late Closure to guide sentence parsing decisions as adults do in processing syntactically ambiguous sentences. The study consisted of three experiments, conducted similarly but with different subject groups: 24 university students; 24 fourth-graders; and 19 sixth-graders. In each, subjects read sentences containing different arrangements of pre-posed and main clauses and comma use, and answered simple comprehension questions, all presented on a computer using a self-paced, one-word moving-window procedure. Results indicate

Control; *English (Second Language); Financial Support; *Immunization Programs; Instructional Materials; Literacy Education; *Outreach Programs; Preventive Medicine; *Public Health; State Programs; Teaching Guides; Young Children
IDENTIFIERS- *Texas

Two documents are presented here. One is a report of the Texas state health department concerning the immunization needs of the state's population, the extent of federal, state, and private financial support for public vaccination programs, legislation and current efforts to extend immunization to all children, and future directions for immunization outreach. The second document is a teacher's guide for educating limited-English-speaking or low-literate adults about the need for and sources of immunization. Materials for both teacher and students are included for a lesson at three different ability levels: beginning English-as-a-Second-Language (ESL) students, intermediate ESL students, and advanced ESL and ABE students. Suggestions are offered to teachers for using the materials, which contain, depending on level: cartoons with dialogues; illustrations; new vocabulary words; dialogue practice exercises; a reading passage containing a woman's personal narrative; comprehension exercises; exercises in calling a clinic, recording an appointment, and filling out a form; a group project using a telephone directory; homework assignments; and additional information about childhood diseases. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 394 362 FL 801 117

Mingkwan, Brigitte; And Others
California Refugee English Language Training Task Force Final Evaluation Report, July 1995. Presented to the State Department of Social Services, Refugee Programs Bureau.
SPONS. AGENCY- California State Dept. of Social Services, Sacramento. Office of Refugee Services.
PUB DATE- Jul 95
NOTE- 271p.; Prepared by the Refugee English Language Training Task Force.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Agency Cooperation; *English (Second Language); *Literacy Education; Program Design; Program Development; Program Evaluation; Public Agencies; *Refugees; Second Language Programs; State Programs; *Statewide Planning; Teacher Certification; Vocational English (Second Language)
IDENTIFIERS- California

The Refugee English Language Training (ELT) Task Force, convened by the California State Department of Social Services, collected and reviewed records of refugee ELT programs statewide, conducted site visits and public input meetings, and reviewed literature concerning adult basic education and refugee literacy education. The study and results are presented here. It is concluded that refugee ELT programs must be flexible and responsive to needs of varied populations, within the context of the greater community. Initial ELT programs are most useful when time-limited and directed toward early employment at the highest realistic level for each individual. Training should focus on family health, safety, education, and employment. Both oral and literacy skills are needed, but training should also emphasize individual responsibility for language learning. Eleven recommendations are made concerning creation of a state-level refugee education liaison/consultant, *Nineteenth Century; Secularism; Seventeenth Century; Yale University CT

This book, originally published in 1970, reviews the history of intellectual freedom in American higher education from its origins in Europe to 1860. An introductory essay, by Roger L. Geiger, examines the strategic place of higher education in Hofstadter's work, and then reassesses the lasting contribution of the work. The first four chapters trace the persistent quest for intellectual freedom within relatively inhospitable settings. The first chapter examines the European heritage such as the role of faith and reason, science, and the emerging idea of toleration. The second chapter reviews the history of intellectual freedom at Harvard College from the mid 17th century to the early 18th century. The third chapter examines the American pattern of denominational sponsorship of small colleges which emerged in the mid 18th century. The fourth chapter looks at religion, reason, and revolution in discussion of sectarianism at Yale, Unitarianism at Harvard, the secularization of learning, and politics. The final chapter considers the American college from 1800 to 1860, and identifies a situation in which academic institutions were relatively barren intellectually. This situation is ascribed to the decentralized provision of collegiate education under the sponsorship of religious denominations and the resulting large numbers of small and weak institutions, chiefly concerned with preministerial and preprofessional education. (Contains 163 reference notes.) (DB)

ED 394 383   HE 029 074

Green, Kenneth C.
Campus Computing, 1995: The Sixth National Survey of Desktop Computing in Higher Education.
PUB DATE- Mar 96
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Information; Computer Oriented Programs; Computer Software; *Computer Uses in Education; *Educational Technology; Higher Education; *Internet; Microcomputers; National Surveys; *Trend Analysis; *Use Studies
IDENTIFIERS- *World Wide Web

This monograph reports findings of a Fall, 1995 survey of computing officials at approximately 650 two- and four-year colleges and universities across the United States concerning increasing use of technology on college campuses. Major findings include: the percentage of college courses using e-mail and multimedia resources more than doubled; the use of computer simulations and commercial software increased by more than 50 percent; seven million college students and faculty regularly used the Internet and World Wide Web (WWW); half of all college students and faculty have recurring instructional experience with information technology; more than half the responding institutions report a WWW home page; more than half of all college students and three-fourths of faculty have access to the Internet and WWW; six percent of all college courses tapped into Web-based resources to support instruction; three-fourths of respondents indicated that providing Internet and WWW training is a computing priority; and there is an increasing use of the Web for institutional promotion to off-campus audiences. Other findings indicate that replacing aging equipment and improving the technology infrastructure is a

Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Delivery Systems; Distance Education; Educational Finance; Educational Media; *Educational Technology; Educational Trends; Futures (of Society); Higher Education; Information Dissemination; Information Technology; Needs Assessment; *Resource Allocation; State Regulation; *Technological Advancement; Technological Literacy; Technology Transfer; *Telecommunications

This paper explores the implications of technological advancement and telecommunications services on postsecondary education, especially in relation to educational effectiveness, costs, increasing deregulation, and financing. Four scenarios illustrate different educational delivery modes. Common elements of educational delivery systems of the future include the unbounded fashion of delivery systems, the curriculum's high relevance to the world of work, its affordability, its provision of a much greater element of choice, and its learner-centered approach. Currently the major factors influencing technology development and application include vendors, early adopters, competition, student enthusiasm, and cost-cutting policymakers. Seven prerequisites are seen as necessary for implementing the vision of a national information infrastructure including ubiquitous systems, commitments to life-long learning, shifts from teacher-centered to learner-centered structures, re-engineered delivery systems, more customized intellectual content, productivity gains, and financing and regulatory reform. Policymakers are urged to consider goals before delivery systems, invest strategically, remember equity, focus on the learner, and press for partnership and collaboration. The paper concludes that, when instructional technology and change are properly mixed with the right amount and kind of faculty mediation, newer and better modes of delivery will result. (Contains 10 references.) (NAV)

ED 394 401 HE 029 095

Resmer, Mark; And Others
Computers for All Students: A Strategy for Universal Access to Information Resources.
PUB DATE- Nov 95
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Computer Literacy; Computer Mediated Communication; Computer Selection; *Computer Uses in Education; Delivery Systems; Educational Economics; *Educational Media; *Educational Technology; Equipment Evaluation; Higher Education; Information Dissemination; Information Technology; Needs Assessment; Online Systems; *Resource Allocation; *Technological Advancement
IDENTIFIERS- *Access to Computers

This report proposes a strategy of putting networked computing devices into the hands of all students at institutions of higher education. It outlines the rationale for such a strategy, the options for financing, the required institutional support structure needed, and various implementation approaches. The report concludes that the resultant optimal environment is a laptop computer for every student with

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Collegiality; Graduate Students; Higher Education; Interpersonal Relationship; *Interprofessional Relationship; *Mentors; Professional Development; *Teacher Student Relationship
IDENTIFIERS- *Protege Mentor Relationship

Two professors provide a duography of their former faculty-student relationship that confronted existing mentoring practices. They explore duography as an arts-based form of qualitative research to extend ways of thinking about and practicing the mentorship of graduate students. Duography is defined as a retrospective written account that two people provide of selected events or ideas taken from their lives. The authors trace their mentor-dissertation candidate relationship as it evolved from a mentor-mentee relationship to a co-authoring form of post-mentorship in which the participants listen to each other's visual voice and imagery. The authors found that mentorship can evolve into partnership by taking turns in leading conceptualizing, writing, and presenting; they suggest that the development of graduate students as emerging researchers may be promoted through the use of duography as joint inquiry. (Contains 62 references.) (Author/NAV)

ED 394 418 HE 029 112

Oppenheim, Nancy
Undergraduates Learning from Nonnative English-Speaking Teaching Assistants.
PUB DATE- Apr 96
NOTE- 60p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Teachers; Graduate Students; Higher Education; Instructional Effectiveness; *Intercultural Communication; *Learning Processes; *Teacher Effectiveness; Teacher Student Relationship; *Teaching Assistants; *Undergraduate Students
IDENTIFIERS- Peer Mediation

This study investigates whether the Student Mediation Model is useful for understanding how undergraduates learn from international teaching assistants (ITAs) teachers who are not from the United States and are not native English-speakers. The study examines a sample of over 8,300 students enrolled in beginning and more advanced calculus and computer science courses. Student grades and instructor evaluations were quantitatively analyzed to compare student achievement and satisfaction with instruction in courses taught by native English-speaking teaching assistants (NTAs) in comparison to courses taught by ITAs. Results suggest that students taught by ITAs in more advanced classes adapt to the quality of instruction. Students' grades and evaluations of the teaching assistants are not significantly different across NTA and ITA sections. Conversely, students in beginning courses appear to lack sufficient readiness to negotiate meaning with ITAs, resulting in lower communication and overall ratings of ITAs compared to NTA ratings. Despite this, the beginning students demographic and national/global economic trends economies for the provision of workplace literacy programs were analyzed. Finally, the following promising new developments in workplace literacy programs were described: pay for knowledge, multiple employer and union activities within industries, and increased state-level support and diversification of basic skills provision for the work force. Among the study's main conclusions were the following: partnerships are integral to program success, programs must emphasize continuing lifelong learning in rich educational environments, and more attention must be paid to program evaluation. (Contains 89 references.) (MN)

ED 393 969 CE 071 258

Smith, Jacqueline
The Correlation between Literacy/Basic Skills and Occupational Skills.
PUB DATE- 96
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Basic Skills; Definitions; Educational Needs; *Education Work Relationship; Futures (of Society); *Job Skills; *Literacy Education; Teaching Methods; *Workplace Literacy

A literature search revealed various definitions of literacy and various theories about how basic skills relate to occupational skills. For example, literacy was said to be defined within the context of a society and was often measured in society, rather than in isolation. Alarms were sounded about the many people in the United States who lack basic skills; many of these people are members of minority groups. Some studies found that effective cognitive development was placing learning objectives within a real world environment; i.e., literacy must be defined in context. Competencies were found to be both basic and specific to various occupational fields. Restructuring of adult vocational education and workplace literacy programs demands the establishment of a national system of world-class occupational skill standards. Based on the literature search, a study was conducted to determine the correlation between literacy and basic skills and workplace occupational skills. The population for the study included 30 employees in various fields working for a variety of employers large and small. The study population was administered a modified version of the Self-Directed Search and the Tests of Adult Basic Education. The survey found that those persons displaying high occupational skills also had high basic and literacy skill levels and were more likely to be engaged in technical or professional types of occupations. Therefore, the study concluded that there is a correlation between basic and literacy skills and occupational skills. The results of the study suggest that the workplace demands an increased level of basic skills, and the amount of education and skill clusters workers have affects their occupation, performance, and pay. (Contains 21 references.) (KC)

ED 393 970 CE 071 260

Hamilton, Mary Agnes; Hamilton, Stephen F.
Toward a Youth Apprenticeship System. A Progress Report from the Youth Apprenticeship Demonstration Project in Broome County, New York.

1-5 scale of performance. In fact, holistic and atomistic ratings found that, in most cases, scores significantly exceeded these expectations. There was no significant difference across academic years. (Appendixes include a 36-item bibliography, the student demographic survey, and instruction memos.) (YLB)

ED 393 988 CE 071 282

Lee, Lung-Sheng Steven; Hwang, Jenq-Jye
Curriculum Standards of Technological and Vocational Education in Taiwan, R.O.C.
PUB DATE- May 96
NOTE- 20p.; Paper presented at the Taiwan-Australia Conference on Vocational Education and Training (Melbourne, Australia, May 27-29, 1996).
LANGUAGE- English; Chinese
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; Foreign Countries; Postsecondary Education; Secondary Education; *Standards; *Technical Education; Technical Institutes; *Vocational Education; Vocational Schools
IDENTIFIERS- *Taiwan

In Taiwan, curriculum standards for senior vocational schools and junior colleges are administered and promulgated by the Ministry of Education approximately every 10 years. Curricula for institutes of technology are principally school based. As a result of critiques of the current top-down or administration-based approach system of curriculum standard revision, five technological/technical and vocational education (TVE) curriculum development centers have been established. Senior vocational curriculum standards are under revision to reflect the need to strengthen students' basic academic skills by expanding the provision of basic skills courses; relieve students' study load by lessening the number of required courses; and encourage school-based curriculum development by allowing schools to design a part of their curricula to meet local needs. Current junior college curriculum standards have been in effect since the 1995 school year. The main ways in which relevance of the TVE curriculum and its development can be ensured areas follows: critical exploring or planning processes must be completed before every curriculum standard revision; performance standards should be developed to guide TVE curriculum development; criteria must be set and evaluated conducted to guarantee effective curriculum development; a school-based curriculum should be implemented; and greater involvement of industry and inclusion of work-based learning should be pursued. (A Chinese language version is attached.) (Contains six references.) (YLB)

ED 393 989 CE 071 283

Lee, Lung-Sheng Steven; Hwang, Jenq-Jye
Technological and Vocational Teacher Education in Taiwan, R.O.C.
PUB DATE- May 96
NOTE- 22p.; Paper presented at the Taiwan-Australia Conference on Vocational Education and Training (Melbourne, Australia, May 27-29, 1996).
LANGUAGE- English; Chinese
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

development modules for adult literacy and basic education (ALBE) personnel. This module is in the form of a 6-hour workshop, the purpose of which is to provide professional development for ALBE personnel in managing an ALBE learning environment. An overview consists of these components: duration, purpose, relationship to competency standards, prerequisites and/or corequisites, summary of content, delivery, list of learning outcomes, assessment criteria, minimum essential resources, and suggested references. Presenter's guidelines correlate content to the guidelines and resources in a three-column table format. The workshop resources section contains handouts, transparency masters, suggested resources, and workshop evaluation form. (YLB)

ED 394 008 CE 071 317

Linking Theory and Practice. Inservice Program for Adult Literacy and Basic Education Personnel, Module 4.
PUB DATE- 93
NOTE- 56p.; For modules 1-5, see CE 071 314-318.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Educators; Adult Literacy; Competency Based Teacher Education; *Educational Practices; Foreign Countries; *Inservice Teacher Education; Instructional Materials; Learning Activities; Learning Modules; Learning Theories; *Literacy Education; Professional Development; Teacher Workshops; *Theory Practice Relationship
IDENTIFIERS- *Australia

This module is the fourth of five integrated professional development modules for adult literacy and basic education (ALBE) personnel. This module is in the form of a 6-hour workshop, the purposes of which are to develop further the practitioners' knowledge of the theoretical basis of teaching literacy in ALBE programs, to provide a supportive adult learning environment in which practitioners can think critically about their own knowledge and understanding of theory, and to encourage practitioners to define good practice in relation to current and endorsed theory and to reflect critically on their own practice. An overview consists of these components: duration, purpose, relationship to competency standards, prerequisites and/or corequisites, summary of content, delivery, list of learning outcomes, assessment criteria, minimum essential resources, and suggested references. Presenter's guidelines correlate content to the guidelines and resources in a three-column table format. The workshop resources section contains handouts, transparency masters, suggested resources, and workshop evaluation form. (YLB)

ED 394 009 CE 071 318

Language in ALBE Teaching and Learning. Inservice Program for Adult Literacy and Basic Education Personnel, Module 5.
PUB DATE- 95
NOTE- 177p.; For modules 1-4, see CE 071 314-317.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Educators; Adult Literacy; Classroom Techniques; Competency Based Teacher

Employee Relationship; *Organizational Climate; *Organizational Development; Organizational Effectiveness; *Values
IDENTIFIERS- *Organizational Culture

The General Accounting Office (GAO) examined the techniques used by companies to perpetuate or change beliefs and values. GAO staff discussed organizational culture with five academics who have researched the subject and with officials of nine large companies that have diverse, global interests and that are concerned with inventory management. Although the companies were all perpetuating some values and changing others, three companies have primarily been attempting to perpetuate their cultures whereas six have primarily been attempting to change theirs. The following techniques were identified as important to perpetuating or changing an organizational culture: top management support; training; a statement of values and beliefs; communication of desired values and beliefs; management style; rewards, incentives, and promotions; organizational gatherings; organizational structure; systems, procedures, and processes; staff changes; stories, legends, and myths; company heroes and heroines; hiring of the right people; slogans; and appointment of a culture manager. (An 85-item bibliography is included. Appendixes constituting more than 90% of this document contain the following: discussions of the 15 techniques deemed important to perpetuating/changing organizational culture, list of academics interviewed, and list of major contributors to the report.) (MN)

ED 394 029 CE 071 371

Quality Management. Survey of Federal Organizations. Briefing Report to the Honorable Donald Ritter, House of Representatives.
PUB DATE- Oct 92
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- Administrative Organization; Adult Education; Employer Employee Relationship; *Federal Government; National Surveys; *Organizational Development; *Personnel Management; *Public Agencies; *Quality Control; Questionnaires; *Total Quality Management

The General Accounting Office (GAO) examined the status and scope of total quality management (TQM) in federal organizations by mailing questionnaires to the heads of 2,800 civilian and Department of Defense installations. According to the 2,277 usable responses, approximately 68% of federal installations are working on various phases of TQM. Although TQM was being initiated on a fairly wide scale, only about 13% of employees at the installations reporting implementing TQM were involved in TQM activities at the time of the survey. Employee issues and funding issues were cited as the biggest barriers to greater implementation of TQM. Installations that reported being further along in implementation also reported more involvement in TQM activities, such as training, improvement teams, and measuring performance than those installations that were in the early phases of implementing TQM. Although many respondents reported achieving benefits as a direct result of their TQM activities, the level of reported benefits achieved both externally and internally increased substantially for those installations that have progressed further in TQM implementation. (Twenty-one figures are included. Appendixes constituting more than 90% of this document contain the following: a detailed report summarizing the results of a GAO inviting electronics trade professionals to analyze electronic technology for entry-level electronics technicians. The questionnaire survey focused on electronics factories and companies, and opinions of various occupants were obtained from managers, engineers, and technicians. Then, fuzzy synthesis operation of "importance rank" and "future need" was used to analyze items of the duty and task technical competencies. Finally, those entry-level technical competencies for electronics technicians graduates from institutes of technology were analyzed and proposed. The study provides an important source of reference for implementing new curricula in electronics departments in institutes of technology and narrows the gap between theory and practice for electronics technical education. (Contains 13 references.) (Author/KC)

ED 394 048 CE 071 431

Chang, Liang-Te
Using Revised DACUM and Survey To Determine Electronic Engineering Technology Curriculum.
PUB DATE- May 96
NOTE- 16p.; Paper presented at the International Conference on Vocational Education and Training (Taipei, Taiwan, May 1-4, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Curriculum Development; Educational Improvement; *Education Work Relationship; *Electronic Technicians; *Engineering Education; *Engineers; Entry Workers; Foreign Countries; Job Analysis; Job Skills; Two Year Colleges
IDENTIFIERS- *DACUM Process; *Taiwan

A study was conducted to determine a relevant curriculum for the electronic engineering technology programs of junior colleges in Taiwan that would meet workplace demand. Using a revised DACUM (Developing a Curriculum) technique, a duty-task profile of electronic technicians, which contained 12 duties and 73 tasks, was first constructed. Based on the profile, a list of professional subjects for the two-year junior colleges' electronic engineering program, composed of 26 subjects, was developed by a curriculum development team of electronic engineering technology program faculty. The list was sent to 29 two-year junior colleges that had electronic engineering programs. Four electronic engineering program faculty in each of those 29 colleges were requested to determine whether each subject listed should be either required or optional, or both, and the appropriateness of both credit- and time-allocation of each subject. The result of the study was a relevant curriculum that should help students in two-year electronic engineering programs of junior colleges meet employers' demands. (Contains 15 references.) (Author/KC)

ED 394 049 CE 071 432

Powell, Bob, Ed.; Foster, Pablo, Ed.
Pragmatic Prospects. Developing LEA Adult Education.
PUB DATE- 96
NOTE- 161p.; Funded by the Council of Local Education Authorities.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Basic Education; *Adult Education; Adult Learning; Consortia; Developed Nations; *Economic Development;

Apprenticeships; Articulation (Education); Educational Change; Educational Finance; Educational Legislation; Educational Objectives; *Educational Policy; *Educational Practices; *Educational Trends; *Education Work Relationship; Elementary Secondary Education; Financial Support; Foreign Countries; Integrated Curriculum; *Job Training; Postsecondary Education; School Business Relationship; Tables (Data); Trend Analysis; *Vocational Education

IDENTIFIERS- *Netherlands

The structure, history, objectives, and delivery of vocational education in the Netherlands were characterized through a review of existing documents explaining/regulating the Dutch vocational system and input from representatives of government, business, and labor. Vocational education was discussed within the context of the Dutch political and administrative structure, population and labor force, economy, and educational system as a whole, and its development was traced from the integration of vocational education into secondary education in 1968. Initial training and the training of employees and employers in the Netherlands were detailed along with the legislative and financial framework of vocational education. Employment trends and the present/future position of various target groups and vocational education's present and likely future were outlined. The following were among the policy dilemmas identified: tension between substantial growth in participation in higher forms of education and the improvement of success rates; special needs of late developers and dropouts; need to determine the optimum blend of government control and independence; and conflicting demands for higher levels of vocational education and limits on public spending. (Contains 28 tables/figures. Appended are the following: a list of acronyms/abbreviations; names/addresses of 20 agencies/organizations and social partners; a 14-item bibliography; and glossary.) (MN)

ED 394 067 CE 071 470

Rauner, Felix; And Others

Training in the Motor Vehicle Repair and Sales Sector. Report for the FORCE Programme. European Report.

PUB DATE- 93

NOTE- 94p.; For related reports, see ED 379 480-484 and ED 389 866-868.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Auto Mechanics; *Continuing Education; Curriculum; Educational Change; Educational Opportunities; *Educational Practices; Educational Quality; *Educational Trends; Education Work Relationship; Employment Qualifications; Foreign Countries; Labor Force Development; Postsecondary Education; *Sales Occupations; School Business Relationship; Synthesis; Technological Advancement; Transfer of Training; Trend Analysis; *Vocational Education

IDENTIFIERS- *European Community

Trends in training for employment in the motor vehicle repair and sales sectors in the 12 European Community (EC) countries were identified through a review of 12 national reports that were prepared by 16 research teams involved in an EC study on continuing training in the motor vehicle sales and repair sector. Special attention was paid to the following topics: structure and characteristics of the motor vehicle sector in the EC; changing tasks in repair workshops and implications for skill requirements/development; and objectives, content, and relevant literature, discussion among evaluators, and the personal experience with program evaluation, the papers in this collection are intended to stimulate and facilitate future research and development work on systemic evaluation and the use of indicators of progress in complex school and community improvement situations. The document is intended to share emerging perspectives with interested policy makers and evaluators in order to begin a dialogue on developing a systemic approach to evaluating inventions in education and other social service areas. Systemic evaluation is considered to be particularly applicable to the evaluation of AOD programs where multiple sources of influence (e.g., peers, family, school, and community) impinge on the success of prevention and intervention efforts. (TS)

ED 394 085 CG 026 890

Petry, John R.
Evaluation of the Synergy Foundation's Alternative Incarcerated Offender Treatment Program.
PUB DATE- 9 Nov 95
NOTE- 37p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (24th, Biloxi, MS, November 9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Alcohol Abuse; *Drug Abuse; *Drug Rehabilitation; Group Counseling; Group Discussion; *Rehabilitation Centers; *Rehabilitation Counseling; *Rehabilitation Programs
IDENTIFIERS- Kropp Verner Evaluation Scale; *Synergy Foundation

During the fourth quarter of fiscal year 1995, personnel from the University of Memphis continued to be on-site evaluating the Synergy Foundation's project funded by the U.S. Department of Justice. Through observation of the program, interviewing participants (N=173) and personnel, administering qualitative instruments, and analyzing records, it was concluded that the Synergy project is accomplishing its objectives to a high degree. The main thrust of the project continues to be the rehabilitation of persons addicted to an array of drugs through programs involving education, counseling, therapy, and work. This is where the greatest level of satisfaction occurs among the residents. Changes in personnel and the continuance of key persons in leadership positions have led to a continual fine-tuning of the operational procedures, a repetition of successful program emphases, a high expectation for success, and a belief in the improvability of the participant. The ability to modify the program to reach achievable and realistic goals has generated high morale among the staff, and has been noted by the participants. Appendices present the instruments used in qualitative measurements. (TS)

ED 394 086 CG 026 901

Tentoni, Stuart C.
"Countersociopathy": Dealing with Today's Aggressive Telemarketers and Salespeople.
PUB DATE- 11 Aug 96
NOTE- 11p.; Paper presented at the Annual Convention of the American Psychological Association (104th, Toronto, Ontario, Canada, August 11, 1996).
LANGUAGE- English

Infants.
PUB DATE- 8 Nov 95
NOTE- 7p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Biloxi, MS, November 8-10, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Child Rearing; *Early Parenthood; High Schools; High School Students; Mothers; One Parent Family; *Parent Education; *Parenting Skills; Parents as Teachers; *Pregnant Students; Program Descriptions; Unwed Mothers
IDENTIFIERS- Goals 2000

Project REAL was designed to address Goal 1 of the Educate America Act. Four major components were: (1) the identification of pregnant and/or parenting teens; (2) the enrollment of those identified into parental services, life skills and parenting classes; (3) weekly visits in the home to provide assistance with developmentally appropriate needs for the infant/toddler and assistance concerning available child care services which would enable the mother to continue her education; and (4) involvement of the parent from pregnancy and beyond in the welfare of the child through the provision of proper nutrition, health care, and developmental needs to help ensure that the child entering school is ready to learn. Initially 16 unwed girls in their teens who had a baby or were expecting enrolled in Project REAL. Initially, most of the participants recognized the physical, mental, social and emotional needs of a baby for which a mother must care. At completion, all participants recognized their responsibility for caring for their baby for all of these needs. Also at completion, the participants exhibited a much better understanding of the type of environment needed by their baby. They also realized the importance of reading to their baby, starting at a very young age. (JBJ)

ED 394 106 CG 026 938

Adams, Douglas L.
The Effect of a Semester of Experience on the Self-Reported Academic and Social-Transitional Anxieties of First-Year Community College Students.
PUB DATE- 95
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adjustment (to Environment); *Anxiety; Community Colleges; *Student Adjustment; Student Behavior; Student Characteristics; Two Year Colleges; *Two Year College Students

The purpose of this study was to determine whether a significant difference existed in the pretest/posttest self-reported academic and social-transitional anxieties of first-year community college students (n=356) at the start and at the end of their first semester of college enrollment. The study was conducted in the absence of a formal orientation program. Measures of academic and social-transitional anxieties were recorded and analyzed for a sample of entering first-year students. Further analysis was conducted of the respondents self-reported anxieties in subgroups by race, by sex, and by race and sex. Increases in self-reported academic and social/transitional anxiety were recorded among all subjects instruction, Tests A and B were readministered as posttests to determine students' vocabulary growth. Results indicated that there was no significant difference in vocabulary acquisition by the sample. Results also indicated that, although there was vocabulary growth with both methods, the sample group's growth in vocabulary taught in isolation was greater than that of the vocabulary taught in context. Findings suggest that both methods of learning vocabulary will enable children to increase their vocabulary base and should be used. (Four tables of data are included; contains 37 references, 4 appendixes containing lists of vocabulary in context and in isolation, and related literature on vocabulary building.) (Author/CR)

ED 394 126 CS 012 420

Waters, Theresa Z.
Mobility and Reading Achievement.
PUB DATE- Apr 96
NOTE- 46p.; M.A. Project, Kean College of New Jersey.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; Comparative Testing; Elementary School Students; Grade 4; Grade 5; Intermediate Grades; *Learning Problems; *Mobility; *Reading Achievement; Reading Research; Reading Skills; Scores
IDENTIFIERS- Iowa Tests of Basic Skills; New Jersey; Research Suggestions

A study examined the effect of geographic mobility on elementary school students' achievement. Although such mobility, which requires students to make multiple moves among schools, can have a negative impact on academic achievement, the hypothesis for the study was that it was not a determining factor in reading achievement test scores. Subjects were 157 fourth and fifth grade students, who were a representative sample of a multiethnic, socioeconomic group in a suburban elementary school district in New Jersey. Students were divided into four groups for comparison: Group A, students who have consistently attended the same school since first grade; Group B, those attending two schools, changing after first grade; Group C, students attending three schools; and Group D, those attending four to six schools. Data were obtained from reading scores from the Iowa Tests of Basic Skills administered in spring, 1995. Results indicated that, although the difference in attained reading scores between pupils who had moved only once and those who had attended the same school were relatively small, significant differences occurred between those who had attended one or two schools and those who had attended three or more schools. Findings revealed the hypothesis that mobility would not be a factor in reading achievement was not correct. Further research is suggested to determine the socioeconomic factors involved in mobility and their effect on students' academic achievement. (Four tables of data are included; 16 references, data for the 4 study groups, and related research are appended.) (Author/CR)

ED 394 127 CS 012 422

Chesnov, Wendy Beth
The Relevance of Illustration in Basal Readers as It Relates to Contextual Meaning.
PUB DATE- Apr 96
NOTE- 61p.; M.A. Project, Kean College of New Jersey.

paper and a pencil. Writing samples were taken as a pretest and posttest and scored holistically. Findings supported the hypothesis that there would be no significant difference in the achievement between the samples of students' writing. It should be noted, however, that the difference in the mean scores approached significance. The implication may be that if this study had been conducted over a longer period of time, the experimental sample that used computers may have shown more significant gains over the control group. This study, along with others previously conducted on this subject, does not provide statistical evidence for the advantage of writing on a computer over traditional methods. Nonetheless, as technology becomes an integral part of their personal, educational and business lives, students must be prepared for computer literacy. (Contains 2 tables of data, 25 references, and related research.) (TB)

ED 394 147 CS 215 286

Stewart, Richard D.
Using Mythic-Archetypal Approaches in the Language Arts. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Creative Writing; Dreams; Elementary Secondary Education; *Imagery; Imagination; *Individual Development; *Instructional Innovation; *Language Arts; Literature Appreciation; *Mythology; Student Needs; Teaching Methods
IDENTIFIERS- *Archetypes; ERIC Digests

This digest considers approaches to langugae arts teaching that are based on mythic or archetypal ways of experiencing and knowing. The Digest argues that such approaches address students' inner lives more directly than do the usual instructional methods such as whole language or student-centered instruction, and thus can help to promote feelings-sharing, intuition, and imagery production in the classroom. The Digest is divided into sections on Myths, Imagery, and Symbols; Myth and Archetype as Instructional Tools; and Dream Sharing in the Classroom. The digest concludes that both teachers and students can profit from learning to access their inner resources, especially their inner intuitive and image-making abilities and emotional states. (NKA)

ED 394 148 CS 215 291

Lyons, Bridget A.
Peer-Led Literature Discussion Groups: An Analysis of Recent Literature.
PUB DATE- 96
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Discussion Groups; Elementary Education; Instructional Improvement; Instructional Innovation; Literature Reviews; *Peer Groups; *Small Group Instruction; *Student

explains how to use the guide and how to use video constructively, chapters in the guide are: Chapter 1--Feature Films; Chapter 2--Animated Feature Films; Chapter 3--Musical Fun; Chapter 4--Discovery and Learning: Science, Nature, Geography, Society; Chapter 5--Sports, Safety, Health, and Fitness; Chapter 6--Activity Tapes; and Chapter 7--Storytelling and Literature-Based Videos. (NKA)

ED 394 166 EA 027 197

Towne, George; And Others
Michigan School Finance Reform. Analysis of the Enacted School Finance/Education Reform Package. Issue Paper.
PUB DATE- Oct 94
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Finance; Educational Improvement; Elementary Secondary Education; *Finance Reform; *Income; *Property Taxes; School Funds; State Legislation; State Standards; Tax Effort
IDENTIFIERS- *Michigan

In March 1994, Michigan voters approved a ballot proposal that used a mixture of state and local taxes to fund the K-12 educational system. This document presents a comprehensive review of the issues affected by the reform. The enacted K-12 school-finance reform package made a major change in the way state aid was distributed to local school districts. The tax-effort equalization formula was eliminated and replaced with a new foundation-allowance approach to school funding. While some categorical payments will continue for programs such as special education, most district revenue will come from the foundation allowance. The first section reviews the overall financial components of the package, including tax reform issues, K-12 revenue, and the impact on the state budget. The second section specifically describes the constitutional and statutory provisions of the school-finance reform package, including state and local revenues and homestead and agricultural property exemptions. The third section describes the foundation allowance, how it is determined and how it is funded, and the major appropriations of the fiscal year 1994-95 School Aid Act. The fourth section compares education-improvement issues prior to and after the enactment of recent reform. A total of 13 tables are included. (LMI)

ED 394 167 EA 027 434

Buehrer, Eric
The Public Orphanage: How Public Schools Are Making Parents Irrelevant.
PUB DATE- 95
NOTE- 244p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Censorship; Christianity; Conservatism; Cultural Pluralism; Elementary Secondary Education; *Family School Relationship; Feminism; *Government School Relationship; Homosexuality; Moral Values; Parent Influence; *Parent Responsibility; *Parent Role; Politics of Education; *Public Schools; *School Role; Sex Education; Socialization; State Church Separation

and duty to communicate, collective bargaining, and the principal's right and duty to evaluate teachers. Each chapter presents answers to frequently asked questions and outlines the main points of relevant cases. Guidelines for complying with copyright laws are offered in the appendix. A table of cases, an index, and amendments to the United States Constitution are included. (LMI)

ED 394 185 EA 027 506

Everett, R. E.
A Guide to School Finance. Second Edition.
PUB DATE- Dec 95
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Budgets; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Expenditures; Federal Aid; Income; *Public Schools; Resource Allocation; *School Funds; *State Aid; *State School District Relationship; Tax Effort
IDENTIFIERS- *Illinois

This book has been prepared so that taxpayers, school board members, and administrators may learn more about school finance in their own districts. It will equip them with the information necessary to understand and evaluate both the statewide system of education in Illinois and how this system relates to their own school district. Despite state-level adjustments and property-tax-relief measures at the local level, the overall funding system for Illinois schools has remained relatively unchanged for over 20 years. The current system depends heavily on local property taxes for the majority of its dollars, produces funding disparities among per-pupil expenditures, offers no incentives for schools to produce positive academic results, and offers no consequences for schools that do not. This guidebook was designed to help Illinois citizens understand how their local schools receive and spend money. It first describes how Illinois schools are organized, then discusses the source of state monies. Next, it explores the property tax system and the local revenue base for schools. The state school-aid formula is discussed to demonstrate how individual school districts receive state dollars, which are then combined with local and federal funds to form the total revenue base. The guidebook ends with a look at the local school budget to determine how that money may be spent. A glossary, nine figures, and six tables are included. (Contains 11 references.) (LMI)

ED 394 186 EA 027 509

Levine, Roger E.; And Others
Trends in School District Demographics, 1986-87 to 1990-91. Statistical Analysis Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Apr 96
NOTE- 166p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

procedure variations for each. These include roster, coded ticket/token, automated ticket tabs, bar-coded and magnetic strip cards, coded identification cards, and verbal identifier systems. The manual describes each system and its coding alternatives, point-of-service accountability procedures, payment alternatives, advantages and disadvantages, and necessary equipment. Exercises and further information on specific areas of the meal-count system are offered in the third part. Part 4 provides a glossary of terms and sample forms. (Contains 9 references.) (LMI)

ED 394 204 EA 027 528

Eligibility Guidance for School Meals Manual.
PUB DATE- Aug 91
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Breakfast Programs; Categorical Aid; Elementary Secondary Education; *Eligibility; *Federal Programs; *Federal Regulation; Guidelines; Income; Information Dissemination; *Lunch Programs; National Programs; Nutrition; Recordkeeping

This manual contains information for determining students' eligibility for free and reduced-price meals in the National School Lunch Program, the School Breakfast Program, and the Commodity School Program. Guidelines are also offered for schools in the Special Milk Program, which serves free milk to eligible students. The manual describes general requirements, the specific components and requirements of the free and reduced-price policy statement, requirements for public announcements about benefits, and the application process. It offers guidelines to determine income and eligibility, categorical eligibility, and verifiying eligibility for school meals. A glossary of terms is included. (LMI)

ED 394 205 EA 027 529

Texas Public School Accountability: A Report Card on Implementation of the System.
PUB DATE- Dec 94
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; *Educational Assessment; Elementary Secondary Education; *Outcomes of Education; Program Implementation; *Public Schools; *State Action; State Legislation; *State Standards; Statewide Planning
IDENTIFIERS- *Texas

This progress report reviews the first year of Texas' public-school accountability system. The report meets the state legislature's requirement to: (1) provide reliable measurement of student performance; (2) relate student academic outcomes to state standards; (3) recommend action in cases where results deviated from expected performance; and (4) devise a method for informing the public of the schools' results. The report describes the background of Senate Bill 7 and its requirements for accountability and assessment, and it compares students' Texas Assessment of Academic Skills (TAAS) scores for 1993 and 1994. The 1993 results had identified 326 out of over 1,000 checklist of questions provides a guide for AAC decision-making. (Contains 33 references.) (DB)

ED 394 224 EC 304 744

Mills, Douglas; Bulach, Clete
Behavior Disordered Students in Collaborative/Cooperative Classes: Does Behavior Improve?
PUB DATE- 24 Mar 96
NOTE- 14p.; Paper presented at the National Dropout Prevention Conference (Tampa, FL, March 24, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Disorders; Behavior Patterns; Behavior Problems; Classroom Environment; Discipline; *Incidence; *Inclusive Schools; Intermediate Grades; Junior High Schools; Mainstreaming; Middle Schools; Peer Influence; Referral; *Regular and Special Education Relationship; *Student Behavior; *Teacher Collaboration

This study examined whether the incidence of classroom behavior problems of students with behavior disorders were reduced in collaborative/cooperative classes when compared with traditional special education classes. Subjects were 15 students in grades 6 through 8 who spent half their class day in a collaborative/cooperative classroom and the other half in a traditional classroom. In the collaborative/cooperative model, a regular education teacher and a special education teacher worked together in a classroom with both regular and special needs students. The number of behavior problem referrals to the school office was compared for each of these settings. Results indicated a significant difference in number of office referrals, with 31 percent of subject referrals coming from the collaborative/cooperative classes and 69 percent from special education classes. Three factors of the collaborative/cooperative setting are suggested as responsible for this difference: (1) peer pressure; (2) clearly defined roles for the collaborating teachers; and (3) a strong discipline plan. (Contains 13 references.) (DB)

ED 394 225 EC 304 745

Ohio Veterans' Children's Home and Update: Ohio Veterans' Children's Home.
PUB DATE- May 93
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Ancillary School Services; Educational Quality; Elementary Secondary Education; *Emotional Disturbances; Institutional Mission; *Program Effectiveness; Program Evaluation; Residential Institutions; *Residential Schools; *Special Needs Students; *State Schools; Student Needs
IDENTIFIERS- *Ohio Veterans Childrens Home

The education and related services provided by the Ohio Veterans' Children's Home (OVCH) to its 211 residents (ages 6 to 19) were evaluated. Children in the home arrive either by placement through a public agency or by private placement, and the

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; *Augmentative and Alternative Communication; Case Studies; Check Lists; Communication Aids (for Disabled); *Communication Disorders; Communication Skills; Disclosure; Females; *Interpersonal Communication; *Mental Retardation; Multiple Disabilities; Program Development; Sexual Abuse; Validity
IDENTIFIERS- *Facilitated Communication

This paper summarizes the background, staffing, philosophy, participants, methods, and conclusions of the Case Studies on Facilitated Communication Project, which examined the use of facilitated communication (FC) with seven adult females, all with mental retardation and other disabilities. Information is provided on the development of the FC checklist, development of the Wisconsin Sensorimotor Pointing Assessment, and implementation of the FC intervention. The paper discusses the consequences to the project, staff, and participants when, under facilitated communication, allegations of sexual abuse were made against community service providers. Efforts to validate the authorship of facilitated communication and negative impacts experienced by project staff, family members, and participants are recounted. Some positive behavioral changes in participants are also reported. The project's major conclusion was that the risks involved in using FC when there is not objective evidence for the sole client authorship of messages overshadows any potential collateral benefits of FC (such as improvements in eye contact, initiations, or speech). The project identified a number of practices and philosophies that could be extracted from FC and used in non-FC therapy and training. Appendices provide additional detail on behavior tracking, a description of the FC checklist, and excerpts from facilitated messages. (Contains 10 references.) (DB)

ED 394 245 EC 304 765

Head Start Program Performance Standards on Services for Children with Disabilities (45-CFR 1308) and Normas de Ejecucion del Programa Head Start Sobre Servicios para Ninos con Discapacidades (45-CFR 1308).
PUB DATE- 17 Feb 93
NOTE- 109p.; For a related Information Memorandum, see EC 304 766.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Delivery Systems; *Disabilities; Disability Identification; *Disadvantaged Youth; Early Intervention; Educational Diagnosis; Eligibility; Federal Programs; *Federal Regulation; *Guidelines; Individualized Education Programs; Preschool Education; Program Implementation; *Standards
IDENTIFIERS- *Project Head Start

This document consolidates, clarifies, and updates federal regulations on Head Start services for children with disabilities. The regulations are designed to complement the Head Start Program Performance Standards governing services to all enrolled children. Specifically, these regulations require Head Start programs to: (1) design comprehensive services for locating and serving children with disabilities and their parents; (2) develop an Individualized Education Program (IEP) to provide appropriate special services for each child with a disability; (3) screen children by 45 days after the start of perceptual development, visual perception, and auditory ability; and (7) methods of assessing infants, toddlers, and preschool children. The fourth part, "Interpreting Assessment for Educational Intervention," offers guidelines for making eligibility decisions and writing educational objectives based on test results. A case study is included. The last chapter contains six partial case studies for students to complete. An appendix contains the "Code of Fair Testing Practices in Education." (Individual chapters contain references.) (DB)

ED 394 263 EC 304 783

Meyen, Edward L., Ed.; And Others
Strategies for Teaching Exceptional Children in Inclusive Settings.
PUB DATE- 96
NOTE- 481p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Academic Standards; Aggression; Behavior Disorders; *Classroom Techniques; Computer Assisted Testing; Conflict Resolution; Consultation Programs; Curriculum Based Assessment; *Curriculum Development; Delivery Systems; *Disabilities; Discipline; Educational Practices; Educational Principles; *Educational Strategies; Elementary Secondary Education; Emotional Disturbances; Evaluation Methods; *Inclusive Schools; Instructional Effectiveness; Learning Disabilities; Mainstreaming; Mild Disabilities; Models; Performance Tests; Portfolio Assessment; *Regular and Special Education Relationship; Student Evaluation; Teacher Collaboration; Team Teaching; Thinking Skills

The 20 chapters of this book on teaching students with disabilities in inclusive settings are arranged into four parts on curriculum and instruction, assessment, classroom management, and collaboration. Individual chapters and their authors are: (1) "Curriculum Considerations in an Inclusive Environment" (Cynthia D. Warger and Marleen C. Pugach); (2) "A Focus on Curriculum Design: When Children Fail" (Deborah C. Simmons and Edward J. Kameenui); (3) "Standards for All American Students" (James G. Shriner et al.); (4) "Curriculum-Based Collaboration" (Victor Nolet and Gerald Tindal); (5) "Considerations in Teaching Higher Order Thinking Skills to Students with Mild Disabilities" (Prisca R. Moore et al.); (6) "Searching for Validated Inclusive Practices: A Review of the Literature" (Joseph B. Fisher et al.); (7) "Co-Teaching: Guidelines for Creating Effective Practices" (Lynne Cook and Marilyn Friend); (8) "Classification and Dynamic Assessment of Children with Learning Disabilities" (H. Lee Swanson); (9) "Performance Assessment and Special Education: Practices and Prospects" (James A. Poteet et al.); (10) "Curriculum-Based Measurement and Problem-Solving Assessment: Basic Procedures and Outcomes" (Mark R. Shinn and Dawn D. Hubbard); (11) "Current Dimensions of Technology-Based Assessment in Special Education" (Charles R. Greenwood and Herbert J. Rieth); (12) "Portfolio Assessment and Special Education Students" (Caren L. Wesson and Robert P. King); (13) "Peacemakers: Teaching Students To Resolve Their Own and Schoolmates' Conflicts" (David W. Johnson and Roger T. Johnson); (14) "Constructive Classroom Management" (Betty Epanchin et al.); (15) "Discipline in Special Education and General Education Settings" (Deborah Deutsch Smith and Diane Pedrotty Rivera); (16) "Classroom materials feature local and "foreign" cultural content side-by-side, and focus on issues of universal concern, such as personal welfare, living environment, global relations, and human rights and resources. (MSE)

ED 394 282 FL 023 674

Baldi, Sergio
On Arabic Loans in Yoruba.
PUB DATE- Mar 95
NOTE- 22p.; Paper presented at the Annual Conference on African Linguistics (26th, Los Angeles, CA, March 24-26, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- African Languages; *Arabic; Diachronic Linguistics; Foreign Countries; Hausa; Language Patterns; Language Research; *Linguistic Borrowing; Linguistic Theory; *Phonology; Uncommonly Taught Languages; *Yoruba

The linguistic situation of Yoruba is described briefly and the origins of Arabic influence on the language are examined. It is noted that Arabic influences Yoruba mainly through Hausa, and four basic conditions results from adaptation of Arabic phonemes in Yoruba: (1) the consonant, which does not exist in Yoruba, is dropped without replacement; (2) consonants are replaced by the nearest Yoruba phonemes; (3) there is the tendency to break consonant clusters, which do not occur in Yoruba, and insert vowels, especially in certain phonetic contexts; and (4) an Arabic consonant or diphthong is replaced by vowels. Examples of each of these situations are offered. Following this, 35 of specific phonetic patterns from Arabic, through Hausa, to Yoruba are detailed, with examples. Contains 37 references and a list of Arabic loans in Yoruba. (MSE)

ED 394 283 FL 023 676

Halford, Joan Montgomery
Bilingual Education: Focusing Policy on Student Achievement.
PUB DATE- Mar 96
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Collected Works - Serials (022)
DESCRIPTORS- *Academic Achievement; *Bilingual Education; Educational Policy; *Limited English Speaking; Native Language Instruction; *Policy Formation; *Public Policy; Second Language Instruction
IDENTIFIERS- *Content Area Teaching

A discussion of public policy concerning bilingual education looks at why and how policy should be re-focused on helping Limited English Proficient (LEP) students make academic gains. It first examines some characteristics of the highly diverse and rapidly growing LEP population, including varied academic background, tendency to reside in small enclaves, and need for native language support. Some trends and issues in the education of this group are then noted: increased development of content area programs combined with English-as-a-Second-Language (ESL) instruction and native language instruction; shortage of qualified teachers and professional development opportunities; high student mobility; costs; and political concerns, including lack of documentation of immigrants. The history of bilingual education is chronicled briefly, and

PUB DATE- 95
NOTE- 10p.; For other issues in this series, see FL 023 694-701.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; *Bilingual Education; Elementary Secondary Education; English (Second Language); *Language Research; Language Role; Limited English Speaking; Native Language Instruction; Non English Speaking; Second Language Learning

This report summarizes advances in bilingual education that help linguistically and culturally diverse (LCD) students reach high levels of achievement and performance. Factors to be considered include the native language, bilingualism and academic achievement, curriculum, parental and community influences, and programmatic evaluation. The reports assesses the status of the English language and the role of the non-English language among this population, suggesting that the relationship between bilingualism and academic achievement is seen as a positive relationship with a shift away from use of the home language to English. Research conducted with pre-school to middle school students is summarized, and the involvement of traditional educational institutions with nontraditional, ethnic parents is discussed. The impact of community, parents, and social class are briefly reviewed. The effectiveness of bilingual education programs is assessed, and alternative approaches to bilingual education are identified, such as the first or native language learning environment. (Contains 16 references.) (NAV)

ED 394 303 FL 023 699

Peyton, David
Time Management and Educational Reform.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 95
NOTE- 10p.; For other issues in this series, see FL 023 694-701.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Elementary Secondary Education; *Extended School Day; *Flexible Scheduling; Released Time; Scheduling; School Organization; *School Restructuring; *School Schedules; Time Blocks; *Time Management
IDENTIFIERS- *National Education Commission on Time and Learning

This report is an excerpt from the National Education Commission On Time and Learning Final Report, "Prisoners of Time," published in April, 1994. In it, the Commission concludes that the reform movement of the last decade is destined to founder unless it is able to harness more time, and better management thereof, for learning. The excerpt discusses how students and teachers are prisoners of time and how schools in other countries handle time. Some innovative time schedules found in schools with high minority enrollments are highlighted. Specific recommendations include centering schools around learning rather than timing, using time in better and new ways, disregarding grouping of children by age, and establishing an "academic" day. Longer school days are advocated, with more technology and local action plans that involve community and parents. Elimination of government "red tape" and increased

(120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Chinese; *Criterion Referenced Tests; Individual Differences; Language Proficiency; *Language Tests; *Norm Referenced Tests; Program Effectiveness; Program Evaluation; Second Language Programs; Second Languages; *Student Evaluation; Testing; Test Interpretation; Test Use

A discussion of student and program assessment in the context of Chinese language instruction looks at theory and methods of assessment, and proposes that norm-referenced language proficiency testing is inadequate to evaluate student achievement and program effectiveness. It is further proposed that criterion-referenced tests are more appropriate in assessing both student learning and program effectiveness in Chinese language programs. Deficits identified in norm-referenced tests currently in common use include discrepancies between instructional objectives and test content, descriptive ambiguity, inadequate test interpretation, threat to content validity due to built-in item selection that systematically eliminates "easy" items, and inappropriateness for summative selection. It is argued that criterion-referenced tests, by comparison, are based on instructional objectives, have descriptive clarity, can be interpreted according to degrees of mastery, and can include some easier items because there is no intent to maximize differences among individuals. (Contains 19 references.) (MSE)

ED 394 322 FL 023 726

Cohen, Andrew D.; And Others
The Impact of Strategies-Based Instruction on Speaking a Foreign Language. Research Report, October 1995.
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- Oct 95
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Techniques; College Students; Educational Strategies; French; Higher Education; Learning Processes; *Learning Strategies; Norwegian; *Oral Language; *Second Language Instruction; *Second Language Learning; Study Skills; Task Analysis; *Teaching Methods; Uncommonly Taught Languages
IDENTIFIERS- Strategy Inventory for Language Learning; University of Minnesota

This study examined the contribution that formal strategies-based instruction might offer learners in University of Minnesota foreign language classrooms, focusing particularly on speaking skills. Of 55 intermediate students enrolled in college-level French and Norwegian foreign language classes, 32 participated in the experimental group who received strategies-based instruction. The remaining 23 served as a comparison group. Additional data on language learning and strategy use was obtained from 21 of the total 55 sample population; they represented three speaking-level abilities, as determined by their six instructors. All students completed the Strategy Inventory for Language Learning (SILL) assessment instrument in the first week of classes and at term end. Taped protocols were rated by native French and near-native Norwegian speakers who did not know from which group the tapes were produced; evaluation was based on aspects of self-confidence in delivery, grammar and vocabulary use, and story elements and ordering. Results indicate that the experimental, strategy-based group that all groups had shorter reading times on the main clause verb in late closure sentences than in early closure sentences, supporting the domination of late closure parsing strategy. While results for adults supported the predicted patterns of comprehension speed involving closure and comma, they were not statistically significant. The fourth-graders appeared not to use information about the comma to override the late closure parsing strategy. The sixth-graders were clearly sensitive to the late closure strategy, but did not use comma information as effectively as did adults. Reading times were similar to those of fourth-graders. Four figures and one table support the data. (MSE)

ED 394 342 FL 023 755

Zoreda, Margaret Lee
Envisionment Stances in Reading Science Fiction in English as a Foreign Language.
PUB DATE- 95
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; *English (Second Language); Foreign Countries; Higher Education; *Language Processing; Protocol Analysis; Reading Comprehension; *Reading Processes; *Science Fiction; Short Stories

A study expanded on earlier research into "envisionment," defined as "a personal text-world embodying all the reader understands, assumes, or imagines up to that point in the reading," in learners of English as a second language (ESL). Five Mexican engineering students performed think-aloud protocols while reading a short science fiction story. Analysis focused on the stances adopted by the readers as they proceeded through the text. Results indicate that in addition to adopting the five stances delineated in the earlier study (being outside and stepping into an envisionment, being outside and failing to step into an envisionment, being in and moving through an envisionment, stepping back and rethinking what one knows, and stepping out and objectifying the experience), the subjects also identified a sixth: being in and moving through an envisionment, but based on misreading or illogical inference. In this report, interpretation of each think-aloud protocol is detailed, showing its development over time. Student profiles and post-protocol reflections are also provided. Contains 12 endnotes and 5 appendices showing student reading analyses. (MSE)

ED 394 343 FL 023 762

Kuhlman, Wilma
Influences of Multicultural Poetry Genre Study on Sixth-Grade Students' Language Appropriation.
PUB DATE- Apr 96
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Cultural Awareness; Grade 6; Instructional Materials; Intermediate Grades; Literary Genres; *Literature Appreciation; *Multicultural Textbooks; *Poetry;

ELT teacher certification, holistic provision of refugee services, provision of native language instruction assistants in ELT programs, fixed-length courses, curriculum planning/design, coordination of ELT programs with training opportunities and resource banks, coordination with industry and vocational training programs, student program evaluation, student assessment, and followup to the evaluation reported here. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 394 363 FL 801 118

Brown, Barbara H.; And Others
Teaching Adults ESL: A Practitioner's Guide.
SPONS. AGENCY- Tennessee State Dept. of Education, Nashville. Dept. of Adult and Community Education.
PUB DATE- 94
NOTE- 146p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Classroom Techniques; *Cultural Awareness; Daily Living Skills; Educational Strategies; *English (Second Language); Information Sources; Instructional Materials; Lesson Plans; *Literacy Education; *Media Selection; *Multilevel Classes (Second Language Instruction); Second Language Instruction; *Student Evaluation; Testing

The guide, written by experienced English-as-a-Second-Language (ESL) teachers, offers practical information to teachers and developers of adult ESL students of varying literacy and proficiency levels. An introductory section offers background information on development of these materials in the Metropolitan Nashville (Tennessee) Public Schools. Subsequent sections offer narrative discussions, both general and specific, of these aspects of adult ESL instruction: acknowledging and accommodating cultural differences; dealing with different levels of instruction (pre-literate, beginning, intermediate, advanced); preparation for the program year, including student assessment, identifying factors affecting learning, activities and techniques for the first class session, and additional tips for classroom management; effective teaching strategies for different ability levels and multi-level classes; teaching daily living skills by theme and level; selection of textbooks and other instructional materials; and additional sources of information. Appended materials include several student assessment instruments, six sample lesson plans, and an Indonesian recipe. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 394 364 FL 801 119

Saunders, Janet; Marutani, Mio
The Police, Traffic Tickets, and You. A Guide for New English Learners in Washington State.
SPONS. AGENCY- Washington State Board for Community and Technical Colleges, Olympia.
PUB DATE- 94
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Compliance (Legal); Daily Living Skills; *English

pressing issue at many institutions, that public institutions are turning to mandatory user fees to underwrite technology costs, and that most campuses do not have a financial plan for acquiring and retiring desktop computers. The report details the survey's findings in text and extensive tables and includes three appendixes: (1) explanation of the survey methodology; (2) the 1995 questionnaire itself; and (3) a list of participating institutions. (DB)

ED 394 384 HE 029 075

Information for Graduate Research Fellows.
PUB DATE- 96
NOTE- 32p.; For a related document, see HE 029 076. Replaces NSF-92-40.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Doctoral Programs; Federal Aid; *Fellowships; *Graduate Study; Higher Education; *Student Financial Aid
IDENTIFIERS- *National Science Foundation

This booklet, intended for recipients of National Science Foundation (NSF) Graduate Fellowships, provides specific information in 14 sections covering: (1) the awarding agency and conditions; (2) communication with NSF; (3) the coordinating official at the college or university; (4) procedure for changing address or name; (5) the fellowship period and variations allowed; (6) the institution with which the Fellow is affiliated; (7) the stipend; (8) supplementation to the NSF stipend; (9) payment of tuition and fees; (10) special conditions when the Fellow is affiliated with a foreign institution; (11) fellowship activities (including advanced degree enrollment, teaching, fieldwork, foreign language study, and program changes); (12) additional fellowship provisions (such as mentoring assistantships for minority graduate Fellows, the international research travel allowance, use of a supercomputer, and tenure beyond the doctoral degree); (13) other fellowship concerns (such as income tax, publications, intellectual property rights, and national security); and (14) annual reporting requirements. Also provided is basic information about the NSF itself. (DB)

ED 394 385 HE 029 076

Duby, Susan W., Comp.
Graduate Research Fellowships: A Directory of Coordinating Officials.
PUB DATE- Feb 96
NOTE- 41p.; For a related document, see HE 029 075. Replaces NSF-95-7.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Directories; *Fellowships; Graduate Study; Higher Education
IDENTIFIERS- *National Science Foundation

This directory is intended to assist National Science Foundation (NSF) Graduate Research Fellows in contacting the coordinating official appointed at each institution of higher education to handle NSF Graduate Research Fellowship matters and lists all institutions who have recently had NSF fellows studying on sufficient network access points, on and off campus. The rationale for this environment looks at changes in models of education, the need for improved communication, rapid technology change, and the changing nature of students. Financing options suggested include redirection of existing funds and generating new income through student fees, bonding, faculty work reengineering, and product sales. Challenges and prerequisites to a universal student-access policy are addressed including changing the existing teaching/learning culture, involving faculty and students, and integrating technology with curricular change. Principles derived from institutions already implementing such a policy are identified noting different phasing schedules and various models such as straight purchase of computers by students, department-oriented requirements, and single vendor/machine sourcing. Needed infrastructure changes are also outlined, and policy issues concerning such issues as theft, insurance, replacement, repair, and part-time students are addressed. (Contains 15 references.) (NAV)

ED 394 402 HE 029 096

Anderes, Thomas
Outcome Based Budgeting: Connecting Budget Development, Allocation and Outcomes.
PUB DATE- Aug 95
NOTE- 27p.; Paper presented at the SHEEO Professional Development Seminar for State Higher Education Finance Officers (Charleston, SC, August 17-19, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Accounting; Budgeting; *College Outcomes Assessment; Compliance (Legal); Cost Estimates; Educational Economics; *Educational Finance; Expenditures; Financial Audits; *Financial Policy; Higher Education; Legal Responsibility; Money Management; *Outcome Based Education; *Program Budgeting; Resource Allocation
IDENTIFIERS- Performance Indicators

This plan for outcome-based budgeting (OBB) is the result of growing demands for increased fiscal accountability, measurable outcomes, strengthened assessment processes, and more meaningful performance indicators as mandated by many State and Federal legislators. OBB focuses on linking funding with outputs and outcomes. Higher education institutions must redefine budget planning and justification processes and the means of connecting those processes to financial information. OBB tracks student progress from initial matriculation through program completion and identifies significant student outcomes and their basis for funding based on defined student-career development tracks. Critical to OBB is the development of a data base that translates traditional student information into the new, outcome-oriented tracks; it must define and collect new data and establish a structure that uniformly gathers follow-up information on students once they are no longer enrolled in the institution. Building an OBB requires defining the key outcomes; creating the tracking system and maintaining the existing data in parallel; linking inputs, outcomes, and funding; and building budgets based on the outcomes. OBB yields understandable outcomes from State funding for legislators and governors which may help to secure additional funds. OBB is seen as a balanced approach to addressing legislative concerns are able to marshall their efforts in order to achieve on a par with students in NTA sections. It is asserted that university administrators should try to avoid assigning ITAs to beginning courses, assigning them to more advanced classes instead. It is concluded that a Student Mediation Model may be better than an Information Transmission Model to explore how undergraduates learn from ITAs. (Contains 35 references.) (Author/NAV)

ED 394 419 HE 029 113

Stallworth-Clark, Rosemarie; And Others
The Teaching-Learning Process and Postsecondary At-Risk Reading Students: Cognitive, Metacognitive, Affective, and Instructional Variables Explaining Academic Performance.
PUB DATE- Apr 96
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *College Students; Higher Education; *High Risk Students; Learning Strategies; *Reading Difficulties; *Reading Instruction; *Remedial Programs; Student Characteristics; Teaching Methods

This study investigates the combined effect of student characteristics and instructional method on at-risk college students' academic performance. It examines the relationship of student characteristics and instructional methods to the performance variables of students' grades in a mandatory reading/study course for reading-deficient students; students' scores on a college reading placement examination (exiting scores); and students' grade point averages in self-selected, reading-intensive core curriculum courses earned during the quarter subsequent to completion of the reading/study course. Multiple regression commonality analyses indicate that students' cognitive aptitude for college contributed the largest proportion and the only statistically significant variance to the college placement examination exiting scores and to subsequent grade point averages in reading-intensive core-curriculum courses. The at-risk students' metacognitive awareness of reading/study requirements for college and their affect toward learning in college appeared to have had little effect on their performance. Teaching method contributed the largest proportion and statistically significant variance to students' grades with a small effect on grade point average in subsequent reading classes. Students who were in whole language classes received higher grades in the reading/study course; students with reading/learning strategy training earned the highest grade point averages in subsequent core curriculum courses. Those who received basic reading skills instruction earned the lowest subsequent grade point averages in reading-intensive, core-curriculum courses. (Contains 112 references.) (Author/NAV)

ED 394 420 HE 029 114

Kealy, William A.; Mullen, Carol A.
Re-Thinking Mentoring Relationships.
PUB DATE- Apr 96
NOTE- 29p.; A version of this paper was presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-13, 1996).

SPONS. AGENCY- New York State Legislature, Albany.
PUB DATE- Jan 93
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Apprenticeships; Check Lists; Competence; Competency Based Education; Demonstration Programs; Educational Research; Education Work Relationship; Employer Attitudes; Employment Qualifications; Engineering Technicians; Health Occupations; High Schools; Managerial Occupations; Manufacturing; *Noncollege Bound Students; Office Occupations; Parent Participation; Partnerships in Education; *Program Development; Records (Forms); School Business Relationship; State of the Art Reviews; Student Evaluation; Student Participation; Technical Occupations; *Vocational Education; Work Experience Programs; *Youth Employment
IDENTIFIERS- *New York (Broome County)

This document summarizes the accomplishments of the first year of the Cornell Youth Apprenticeship Demonstration Project in Broome County, New York, a program in which six high schools and six employers in the Binghamton area have joined forces to prepare noncollege-bound young people for careers in manufacturing and engineering technology, administration and office technology, or health care. The first of the document's three sections provides an overview of the program, which placed 40 students in apprenticeships between fall 1991 and fall 1992, as well as discussions of the program's participating employers, schools, and parents and their motives for participation. Section 2 is an overview of research on the following topics related to creating the infrastructure for youth apprenticeship: learning objectives/competencies; work-based curricula; apprenticeship progress reports; teaching and learning at work; career pathways; school-based curricula; and the institutional base of apprenticeship. In section 3, the role of youth apprenticeship as a means of preparing students to perform all tasks within a broadly defined occupational area is emphasized and discussed in relation to the health care, office occupations, administration/office technology, and manufacturing/engineering technology fields. Sample instruments used by the project employers to evaluate apprentices' progress are included. (MN)

ED 393 971 CE 071 261

Kimmons, Carol
The Mountain Reader. Second Edition.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 95
NOTE- 274p.; For a related document, see CE 071 262.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Community Services; *Folk Culture; High Interest Low Vocabulary Books; History; *Literacy Education; Oral Tradition; *Reading Instruction; Rural Areas; *Rural Population; Supplementary Reading Materials
IDENTIFIERS- 353 Project; Appalachia

This book consists of a compilation of 28 stories, mostly first-person accounts of life in the Sequatchie Valley of southeastern Tennessee (some from earlier times) written in simplified language to provide high-interest reading material

Papers, "Papers Presented at..." (150),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alternative Teacher Certification; Foreign Countries; Postsecondary Education; Secondary Education; *Teacher Certification; Teacher Competencies; *Teacher Education; Teacher Education Curriculum; *Teacher Qualifications; Technical Education; *Vocational Education; Vocational Education Teachers
IDENTIFIERS- *Taiwan

According to Taiwan's Teacher Preparation Law, anyone who has met the following requirements must pass certification examinations and internship to become a qualified vocational school teacher: graduation from a normal university or teacher college or other college or university with a major in a program designed to train vocational school teachers. A transcript evaluation approach is also in use. The preservice teacher preparation curriculum has three principal components: general/liberal coursework, technical/specialty coursework, and pedagogical/professional coursework. To help inservice vocational teachers develop their competencies, educational authorities offer many inservice professional training and development opportunities. In recent years, vocational teachers have been encouraged to make industry visits during summer breaks and take skill tests. Some problems confronting technical/technological and vocational education (TVE) teachers and vocational teacher education have been identified. The problem of an overabundance of qualified teachers in public vocational schools but a shortage in private vocational schools must be solved. More rational accreditation or evaluation of teacher preparation programs should be sought to ensure the high vocational teacher quality. TVE teachers must be required to have work experience in their specialization area to reflect industry and business needs effectively. (A Chinese version is attached.) (Contains six references.) (YLB)

ED 393 990 CE 071 285

Thompson-Davenport, Michael A.
Attitudes of Adult Learners toward the Board of Governors Bachelor of Arts Degree Program at Chicago State University.
PUB DATE- 96
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Learning; Adult Students; Bachelors Degrees; *College Programs; *Educational Needs; Higher Education; *Nontraditional Education; *Nontraditional Students; *Student Attitudes; *Student Characteristics; Student Motivation
IDENTIFIERS- *Chicago State University IL

A study was conducted to determine the attitudes of adult learners toward the Board of Governors (BOG) bachelor's degree program at Chicago State University. The study also examined characteristics and types of adult learners, availability and kinds of services adult learners want, relevance of coursework, biases from campus officials toward nontraditional students, and social integration with the traditional-student body. Various definitions of adult learners were explored, and adult student motivation was examined as revealed in the literature. The sample of 66 BOG graduates from 1995 returned 20 usable questionnaires. (Adult learners were defined as part-time students over age 25 who had full-time jobs and/or other responsibilities.) The majority of adult learners thought the BOG program met their expectations and needs. Findings included

Education; Foreign Countries; *Inservice Teacher Education; Instructional Materials; *Language Attitudes; *Language Role; *Language Usage; Learning Activities; Learning Modules; *Literacy Education; Numeracy; Professional Development; Teacher Workshops; Teaching Methods
IDENTIFIERS- *Australia

This module is the fifth of five integrated professional development modules for adult literacy and basic education (ALBE) personnel. The 12-hour module is designed to build on and develop participants' understandings about language. The stated purposes of this module are as follows: to develop participants' understandings of language as social practice, using particular sites, groups, and disciplines; and to assist participants in their practice as teachers to relate these broader understandings to ALBE teaching and learning situations and design teaching strategies and activities to develop ALBE students' understandings of language as social practice. An overview consists of these components: duration, purpose, relationship to competency standards, prerequisites and/or corequisites, summary of content, delivery, list of learning outcomes, assessment criteria, minimum essential resources, and suggested reading. Program notes provide materials for six sessions. Each session consists of learning outcomes, prereading(s), suggested time, note, and material list. Content is correlated with issues and activities and resources. The resources section contains handouts and overhead transparency masters. The final section contains all readings. (YLB)

ED 394 010 CE 071 327

Danis, Claudia, Ed.; Hrimech, Mohamed, Ed.
Adult Education: The Past, the Present, and the Future. Proceedings of the Annual Conference of the Canadian Association for the Study of Adult Education (14th, Montreal, Quebec, Canada, June 1-3, 1995) = L'Education des Adultes: Un Passe, Un Present, un Avenir. Les Actes du Congress Annuel, l'Association Canadienne pour l'Etude de l'Education des Adultes (14e, Montreal, Quebec, Canada, 1-3 Juin, 1995).
PUB DATE- 95
NOTE- 277p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; *Adult Education; Art Education; Biographies; Case Studies; Community Colleges; Correctional Education; Criminals; Economic Development; *Educational Change; Educational Needs; *Educational Objectives; Educational Philosophy; *Educational Practices; Educational Research; *Educational Trends; Extension Education; Foreign Countries; Global Approach; Graduate Study; Holistic Approach; Independent Study; Interpersonal Competence; Literacy Education; Low Income Groups; Moral Values; *Outcomes of Education; Political Science; Story Telling; Trend Analysis; Two Year Colleges; Urban Areas; Urban Education; Womens Education
IDENTIFIERS- *Canada; Gramsci (Antonio); Griffin (Virginia R); Netherlands; Piaget (Jean); United States

The following papers (with nine in French) are included: "Refocusing the Multicultural Discourse in Adult Education" (Acton); "University Extension and the Service University" (Archer); "Linking Cases to Course Content" (Block); "The Effects of Education on Food Security among Low Income Urban survey of federal TQM activities, a survey instrument, and a list of major contributors to the report.) (MN)

ED 394 030 CE 071 374

Vocational Rehabilitation. Clearer Guidance Could Help Focus Services on Those with Severe Disabilities. Report to the Chairman, Subcommittee on Select Education, Committee on Education and Labor, House of Representatives.
PUB DATE- Nov 91
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- *Access to Education; *Admission Criteria; Caseworker Approach; Client Characteristics (Human Services); Comparative Analysis; *Compliance (Legal); Data Analysis; Educational Legislation; Federal Legislation; National Surveys; Rehabilitation Counseling; *Resource Allocation; Selective Admission; *Severe Disabilities; Vocational Education; *Vocational Rehabilitation
IDENTIFIERS- *Vocational Rehabilitation Act 1973

The General Accounting Office (GAO) examined the allocation of vocational rehabilitation (VR) funds to determine whether and how states are prioritizing VR services to individuals with the most severe disabilities through the order-of-selection procedure mandated in the Rehabilitation Act of 1973. GAO visited VR agencies in 20 states and analyzed national caseload statistics from two Rehabilitation Services Administration (RSA) databases. Eleven of the 20 states had never used the order-of-selection procedure; however, many used caseload management techniques (including reducing outreach efforts) to limit applicants when resources to serve additional clients are unavailable. Overall, the caseload percentage of clients with severe disabilities among the nine order-of-selection states was substantially higher than among all other states. It was concluded that the RSA has provided inadequate guidance and oversight with respect to order of selection. It was recommended that the RSA take the following steps: establish clearer criteria for determining if/when states must use order-of-selection procedures; disseminate information on states' successful order-of-selection experience; and direct regional offices to review state determinations regarding the need to implement the procedure and enforce its use. (Appended are the following: caseload data analysis methodology, comments from the Department of Education, and a list of major contributors to the report.) (MN)

ED 394 031 CE 071 375

York, Robert
Vocational Rehabilitation Program. Client Characteristics, Services Received, and Employment Outcomes. Statement of Robert York, Acting Director, Program Evaluation in Human Services Areas, Program Evaluation and Methodology Division. Testimony before the Subcommittee on Select Education, Committee on Education and Labor, House of Representatives.
PUB DATE- 12 Nov 91
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)

*Educational Cooperation; *Educational Development; Educational Finance; Educational Planning; *Education Work Relationship; Foreign Countries; Lifelong Learning; Program Development; School Business Relationship; School Community Relationship
IDENTIFIERS- Great Britain

This volume contains 12 articles that illustrate how local authority adult education services in Britain form practical and strategic alliances to enable learning to happen--to create new prospects pragmatically. A "Foreword" (Ursula Howard) and "Introduction" (Bob Powell) appear first. "Participation, Adult Learning and Local Authorities" (Alan Tuckett) looks at participation in adult learning as a minority activity and transforming the pattern of participation as a challenge. "Quality in Adult Education" (Geoff Bateson) advocates developing more systematic drives toward quality. "Adult Guidance in Local Authorities" (Anna Reisenberger) discusses the role of guidance. "Relating to the Community" (Pam Flynn) describes the Adult Education Service in Newcastle and its clear mission of lifelong learning and partnership and of service to schools and their communities. "Relationships in an FEFC (Further Education Funding Council)-Funded Context" (Chris Norris) describes the Surrey Youth and Adult Education Service, which has a vision of education for work, for family, for leisure, and for service to the community. "Positioning within the Local Authority (or Learning to Love and Live with Economic Development)" (Terry George) describes an adult education service that contributes to the formulation and delivery of the economic policy of a local council. "Working with the Employment Sector" (Pam Gibson) addresses Kent Adult Education Services's contribution to economic development and regeneration. "Planning at Consortium and Service Level" (Alan Noble) describes the Buckinghamshire experience. "Strategic Funding of Adult Provision at Tameside" (Catherine Moseley) focuses on establishment of a consortium with a more concerted voice sharing a commitment to adult education. "Essential Skills for Adults in Stockport" (Sue Hasty) describes the history of provision of basic skills tuition for adults, recent developments, and future options. "Women's Education in Rochdale" (Jane Black) offers examples of some work undertaken with women as learners and identifies issues, including funding, accreditation, and individual versus group approaches. "Empowerment and Democracy through Adult Learning" (Pablo Foster) offers both a vision and an agenda. (YLB)

ED 394 050 CE 071 433

Dixon, Stella
Towards Self-Assessing Colleges. FE Matters.
PUB DATE- 96
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; College Outcomes Assessment; College Planning; *Educational Quality; Evaluation Criteria; Evaluation Methods; Foreign Countries; *Institutional Evaluation; Organizational Effectiveness; Postsecondary Education; Program Evaluation; Self Evaluation (Groups); *Technical Institutes; Vocational Education
IDENTIFIERS- Great Britain

This publication on self-assessment in British further education delivery of continuing vocational training of the sector's work force. The following are among the trends and issues identified: increased quality consciousness; standardization and modularization versus transferability and mobility; adaptive versus forward qualification and qualification planning; roles of the providers of continuing vocational training; training concepts and their adaption to the needs of individual countries and repair shops; control versus cooperation of manufacturers and dealers; and high quality service stations as sites for vocational and continuing training. (Contains 23 tables/figures and 15 references. Appended are diagrams of the technical training scheme and technical service training curriculum identified and a table detailing registration of passenger cars in Western Europe by country in 1985-1992.) (MN)

ED 394 068 CE 071 473

Hjorth, Sonja
Coherence between Compulsory Education, Initial and Continuing Training and Adult Education in Sweden. National Report. CEDEFOP Panorama.
PUB DATE- Nov 94
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Education; Adult Education; Apprenticeships; *Articulation (Education); Community Education; Competence; *Compulsory Education; *Continuing Education; Cooperative Planning; Educational Change; Educational Cooperation; Educational Objectives; Educational Opportunities; Educational Policy; Educational Practices; Educational Strategies; Educational Trends; Education Work Relationship; Foreign Countries; Futures (of Society); Higher Education; Integrated Curriculum; Labor Force Development; Postsecondary Education; Preschool Education; Public Education; Secondary Education; Special Education; State of the Art Reviews; *Systems Approach; *Vocational Education
IDENTIFIERS- Popular Education; *Sweden

Sweden's educational system was analyzed to determine the degree of coherence that exists between compulsory education, upper secondary education (which in Sweden includes both vocational and general education), and the various forms of adult education available. First, the objectives and structure of the following components of Sweden's school system were described: compulsory schooling; upper secondary education (including apprenticeship training and special and independent upper secondary schools); and adult education (public adult education, national schools for adults, advanced vocational training, and popular education). The following forces facilitating coherence in Sweden's educational system were examined: shared fundamental values, common syllabi and course-based organization, and the transition from compulsory school to upper secondary school. Strategies for reforming upper secondary school and the coherence between education and training were discussed along with coherence between school and working life. The issue of coherence was also considered in relation to vocational education for adults, Sweden's Agenda 2000, existing labor market policy training programs, continuity between upper secondary education and higher education (including higher technical vocational education), and the role of local resource and community development centers. (Appended is information about the following:

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Assertiveness; *Communication Skills; *Consumer Education; *Consumer Protection; Dialogs (Language); Interpersonal Communication; *Persuasive Discourse; *Resistance (Psychology)
IDENTIFIERS- Telemarketing

The purpose of this paper is to propose the construct of "countersociopathy" and specific activities consumers can undertake in a variety of sales conditions and situations. These activities are not only designed to passively neutralize the telemarketer's or salesperson's aggressiveness, but can lead to the salesperson wanting to quickly terminate the encounter with the consumer, rather than the other way around. The basic tenet of "countersociopathy" is for consumers to become passively concrete in expressing themselves. For example, if approached in a store by a salesperson asking, "May I help you?", the appropriate passively concrete response would be, "What would you like to help me do?", said with a quizzical or blank look on one's face. "Countersociopathy" can become an empowering and entertaining modality for those who use it in response to overly aggressive salespeople and solicitors. It does not require one to become hostile when using it, and the response tends to throw the samesperson or solicitor so off guard that they do not know how to respond. (TS)

ED 394 087 CG 026 904

Kelly, Eugene W., Jr.
Relationship-Centered Counseling: The Integrative Interaction of Relationship and Technique.
SPONS. AGENCY- George Washington Univ., Washington, D.C.
PUB DATE- 13 Aug 95
NOTE- 29p.; Paper presented at the Annual Meeting of the American Psychological Association (103rd, New York, NY, August 11-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Conference Papers; Counseling; Counseling Effectiveness; *Counseling Techniques; *Counseling Theories; *Counselor Client Relationship; Interpersonal Relationship

Efforts toward integration and eclecticism in counseling and psychotherapy reflect continuing interest in systematically blending theoretical commonalties and eclectically using a variety of techniques across different schools of therapy in the hope of achieving a constituent working model that pools the strengths of different theories and techniques. The purposes of this paper are: (1) to outline the philosophical and theoretical principles on which the higher-order integrative conceptualization of relationship-centered counseling is based; and (2) to highlight the joint interaction of relational and technical components in light of recent counseling process and client change research. First, the major principles of relationship-centered counseling are developed. Second the philosophical basis for integrating the in-depth humanistic/relational ground and purpose of counseling with the multiple human and technical operations that constitute the counseling process in action are presented. Finally, the paper and in all subgroups except for a decline in academic anxiety among white males. Significant increases in self-reported academic anxiety were recorded in the black participants subgroup and in the black males subgroup. Two significant increases in social/transitional anxiety were found in all subjects. Participants were classified as neither anxious nor assured. The results of this investigation affirm the consensus of the literature relative to collegiate adjustment. While the first-year community college students surveyed in this investigation demonstrated neither excess anxiety nor assurance, their academic and social/transitional concerns did increase over the course of their first semester of enrollment. The 10-item instrument developed for the study and 2 tables are included. (JBJ)

ED 394 107 CG 026 939

Kraushaar, Kevin W.
Alcohol and Choice.
PUB DATE- Feb 92
NOTE- 194p.; Doctoral Thesis, University of Otago, Dunedin, New Zealand. Contains some faint and broken type which may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Alcohol Abuse; Behavior Change; *Crime; Crime Prevention; Doctoral Dissertations; *Drinking; *Driving While Intoxicated; Foreign Countries; *Incidence; Longitudinal Studies; Naturalistic Observation; *Victims of Crime
IDENTIFIERS- New Zealand

Increased constraints on access to alcohol resulted from the closure of the sole hotels in two "experimental" towns. This afforded a natural experiment to study the effects of the change in availability of alcohol on consumption. Dependent measures were derived from public records of liquor sales by all licensed premises, and from computerized police records of drunk-driving, criminal offenses, and serious offenses in both the two experimental and four "control" towns. In addition, interview measures of patterns of consumption, the context for drinking, and leisure activities were compared for the two experimental towns and two of the control towns. When comparisons were made to the period before hotel closures or to the control town, the following results were found: (1) a marked reduction in liquor sales; (2) a significant decline in consumption; (3) a change in the pattern of consumption mediated by a change in the context from drinking in hotels to drinking at home, or in clubs; (4) residents engaged in more sporting and outdoor leisure activities; (5) drunk-driving offenses in experimental towns showed a significant decline; and (6) criminal offenses and serious offenses significantly decreased. (Contains 139 references.) (JBJ)

ED 394 108 CG 026 940

Kraushaar, Kevin; Alsop, Brent
A Naturalistic Alcohol Availability Experiment: Effects on Crime.
PUB DATE- 95
NOTE- 49p.; Contains some light type throughout which may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Basal Reading; Comparative Analysis; *Context Clues; *Grade 1; *Illustrations; *Miscue Analysis; Picture Books; Primary Education; Reading Materials; Textbook Evaluation; Textbook Research; *Textbooks
IDENTIFIERS- Textbook Errors; Text Factors

A study examined the hypothesis that illustrations found in first-grade basal texts do not always relate to context. Six texts were analyzed to determine the percentage of illustration miscues appearing in each story. The basal readers used were: "Story Clouds," Scott Foresman Reading: An American Tradition (1987); "Red Rock," Rand McNally Reading Program (1981); and "Moving On," American Book Company (1980). Literature-based texts used were: "Collections for Young Scholars" Vol. 1, Book 1, Open Court (1995); "A New Day," Silver Burdette & Ginn (1989); and "Here We Grow," McMillan/McGraw Hill School, Level 2, (1993). Each story was read and compared with every illustration in the selected basal readers to determine whether related or unrelated to context. Unrelated illustrations were recorded and analyzed to determine the types of miscues they gave the reader and the percentages of miscues per text. Results indicated that American Book Company (15.4%) and Silver Burdett & Ginn Company (10.1%) had the highest percentages of pictorial miscues. Rand McNally (9.3% was the third highest and the two readers with the fewest miscues were Open Court Company (4.3%) and McMillan/McGraw Hill School Company (2.3%). Results also indicated a correlation between the higher total number of pages in the basal and the higher percentage of miscues. Findings reveal miscues in all six basals. (Two tables of data are included; 20 references, a 15-page list of basals with noted miscues, and related research are appended.) (Author/CR)

ED 394 128   CS 012 424

Poole-Hayes, Una; Dionne, Jean-Paul
Invented Spelling: An Indicator of Differential Problem-Solving Strategies of Good Spellers and Poor Spellers at Kindergarten and Grade One.
PUB DATE- 9 Apr 96
NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cognitive Ability; Emergent Literacy; *Grade 1; *Invented Spelling; *Kindergarten; Primary Education; *Problem Solving; *Sex Differences; Testing; Word Lists
IDENTIFIERS- *Spelling Growth

A study examined the invented spelling of kindergarten and first grade students as an indicator of problem-solving strategies. The study explored the operations, by gender, of good spellers and poor spellers and how those operations change over time. A sample of 12 kindergarten girls and 12 kindergarten boys who were learning to read and write in their English mother tongue was selected for gender and ability and followed over a 12-month period. Subjects were 2 girls and 2 boys who were good spellers and 2 of each gender who were not, chosen from 3 schools to represent the diverse population of the school district. Students were videotaped while writing Tangel's 10

Reaction; *Teacher Role; Teaching Methods
IDENTIFIERS- *Student Led Activities

Many teachers are hesitant to incorporate peer-led discussion groups into their classrooms. Teachers worry that if they relinquish control in their classrooms students may miss the main theme of stories or may spend little time on task, groups may dissolve from excessive bickering, and their classrooms will be out of control. Nevertheless, the benefits of small group discussion for the students must outweigh these concerns. Research has shown that students who have participated in peer-led discussions have a better understanding of texts, express themselves in more complex ways, approach texts more confidently, write better analytical essays, and are more focused on their reading related tasks. Perhaps most importantly, students regularly show a preference for peer-led discussions in their classrooms, and when children are given the opportunity to do activities they enjoy, they tend to perform better. An examination of recent literature on peer discussion supports the use of student-led small discussion groups as an alternative method for literature discovery. Five recent journal articles which yield much information are those by Maryann Eeds and Deborah Wells (1989); William Sweigart (1991); Janice Almasi (1995); Cathy Roller and Penny Beed (1994); and Carol Gilles (1994). Further research is suggested in the area of peer-led discussion groups in lower elementary school, where some or all of the students may be unable to read the text in question. (CR)

ED 394 149 CS 215 294

Hillary, Karyn
Improving Third and Fourth Grade Student Writing through the Use of Integrated Curriculum.
PUB DATE- Feb 96
NOTE- 96p.; M.S. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Education; Grade 3; Grade 4; *Inservice Teacher Education; Instructional Innovation; *Integrated Curriculum; *Professional Training; Student Improvement; *Writing Across the Curriculum; *Writing Improvement; *Writing Skills
IDENTIFIERS- Writing Prompts

A teacher inservice training program was developed to increase student writing skills in a suburban elementary school. Subjects were 9 teachers and 200 third and fourth grade students. Strategies included implementing demand writing activities into the content area curriculum. For subject students, levels of success were measured by pre-training and post-training writing samples, and, for subject teachers, through direct observation of frequency of integration of curriculum and by an open-ended statement review which they completed. Results indicated that students were being taught with an integrated curriculum. Findings revealed that 65% of the students showed gains in their ability to write using a realistic situation and all teacher reactions to the integrated curriculum were positive. (Contains a table of data, 15 references, and related research. Surveys, pre-training and post-training writing prompts, observation checklist, writing rubric, permission letters, list of topics, and evaluation of results are appended.) (Author/CR)

This book argues that efforts to improve the effectiveness of public schools are ironic and harmful to the family. It asserts that "pushing schools toward becoming one-stop service centers" whose mission is to care for the "whole child" is at the same time decreasing parents' responsibility to care for their children, turning schools into "part-time orphanages." The result, if not corrected, is described as a school system and a society that neither cares for its children effectively nor educates them sufficiently. The book argues that if the government encourages schools to provide social services for students, parents will become less responsible for their children. Mothers, for example, would place their children in day care and find other things to do with their time. The book describes the school system as dysfunctional and connects spending on social programs to increased drug and alcohol use and discipline problems. It cites acceptance of sex education, feminism, multiculturalism, and homosexuality in the classroom as evidence of moral decay in the public schools. These trends are hailed as precursors of publicly supported pedophilia and federal takeover of educational objectives. Each chapter contains references. A list of conservative resource organizations is included. (LMI)

ED 394 168 EA 027 435

Costa, Arthur L.; Garmston, Robert J.
Cognitive Coaching: A Foundation for Renaissance Schools.
PUB DATE- 94
NOTE- 241p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cognitive Processes; Collegiality; Elementary Secondary Education; Instructional Effectiveness; Instructional Improvement; Interprofessional Relationship; *Learning Modalities; Mentors; *Peer Evaluation; *Professional Development; Teacher Administrator Relationship; *Teacher Supervision
IDENTIFIERS- *Peer Coaching

This book offers guidelines for understanding the role and power of cognitive coaching to improve teacher effectiveness. Cognitive coaching is nonjudgmental, relies on trust, facilitates mutual learning, and enhances growth toward working independently with others. A coaching relationship can be established among fellow teachers, administrators and teachers, and administrative peers. Chapter 1 covers the history and philosophic bases of cognitive coaching. Chapter 2 describes the basics of the coaching process. Chapters 3 and 4 offer strategies for developing and maintaining trust between the coach and protege and for developing flexibility in the learning process. Research on the phases of cognition is highlighted in the fifth chapter. The five "stages of the mind" that comprise "holonomy," or the twin goals of individual autonomy and collaboration, are described in chapters 7 and 8. Information on language skills and the Renaissance school, a cognitive-process-based school modeled after a learning community, is provided in chapter 9. Sixteen figures, and an index are included. Appendices contain information on various strategies. Chapters contain references. (LMI)

ED 394 169 EA 027 486

(141),Numerical/Quantitative Data (110)
DESCRIPTORS- Desegregation Effects; Elementary Secondary Education; *Enrollment Trends; *Instructional Program Divisions; Intermediate Grades; Junior High Schools; Public Schools; Racial Balance; *Racial Composition; School Districts; *School Organization; School Statistics

Each year, comparable and comprehensive data about all of the nation's public elementary and secondary schools, local education agencies (LEAs), and state education agencies (SEAs) are collected through administration of the Common Core of Data (CCD) Surveys. This report summarizes CCD data for a period (1986-87 to 1990-91) during which major changes were occurring in the demographics of the nation's public school population. Enrollments in public schools began increasing after a decade of decline. The racial-ethnic composition of the student population was also changing, with notable increases in the numbers of Hispanic children enrolling in public schools. The report focuses on systemic educational responses to these demographic changes and reform pressures. Some of the findings are as follows: Enrollments in public schools rose by 3 percent and the average enrollment in existing school districts also increased. The number of schools with the prototypical middle-school grade range (6-8) increased by 23 percent, while the number of schools with the prototypical junior-high grade range (7-9) decreased by 20 percent. Over three-fourths of the growth in the number of students can be attributed to an increase in the number of Hispanic and Asian students. A school district's racial composition was strongly associated with its socioeconomic status. Two indicators--the index of racial imbalance and the index of minority exposure--provided slight evidence of desegregation improvements. Student-teacher ratios declined by 5 percent. Two figures and 43 tables are included. Appendices contain a glossary and methodological notes. (Contains 53 references.) (LMI)

ED 394 187 EA 027 510

Wallace, Sally
The Effects of Economic and Demographic Changes on States and Local Budgets.
PUB DATE- Dec 95
NOTE- 42p.; For related studies of systemic revenue generation issues for education and other children's services, see EA 027 511, EA 027 513, and EA 027 515.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Budgets; Economic Factors; *Economic Impact; *Educational Finance; Elementary Secondary Education; Employment Patterns; *Income; Local Government; Property Taxes; *Socioeconomic Influences; State Government; Tax Effort

As policymakers consider whether and how to fill the expected revenue gap, they will need to be aware of the fiscal, legal, and political challenges ahead. The changing trends in the economy and population and their prospective impacts on state and local government budgets are the focus of this paper. Its goal is to help policymakers at all levels of government understand the potential impact of these economic and demographic changes on the ability of state and local government to finance public goods, in particular, to finance goods associated with children's welfare. Trends in the growth and composition of income, consumption, employment, and population, and forecasts of these economic and demographic school districts as low-performing. Intervention teams made site visits and conducted interviews at the schools. The 1994 TAAS results posted in June showed improvement but were countered by a change in several basic computations for school ratings. Thus, the 1993 and 1994 results are not directly comparable. The report recommends the use of regression analysis as the basic methodology for analyzing data for showing comparable growth within peer groups; the full implementation of the Texas Learning Index as the primary unit used to calculate required improvement and to support the state standard requiring one year's growth in reading and mathematics; and the establishment of a policy to require new management systems for districts with schools that have been rated low-performing for 2 consecutive years, including charter-schools. Fifteen other recommendations are included. One figure and four tables are offered. The appendix contains Chapter 35 of the Texas Education Code, the mandate for the public-school accountability system. (LMI)

ED 394 206 EA 027 530

Orland, Martin; Cohen, Carol E.
State Investments in Education and Other Children's Services: The Fiscal Challenges Ahead.
PUB DATE- Nov 95
NOTE- 51p.; For related documents, see PS 024 083 and PS 024 087. Tables contain very small print.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Decentralization; *Educational Finance; Elementary Secondary Education; Enrollment Projections; Enrollment Trends; Expenditures; Family Programs; Federal Aid; Federal Programs; Federal State Relationship; *Fiscal Capacity; Health Services; *New Federalism; Resource Allocation; *State Aid; Tax Effort; Welfare Services

The impending devolution of program responsibility from the federal government to states and localities will probably increase their responsibility for designing and funding strategies for services to children and families. This paper presents state-by-state profiles of patterns of spending for education and other key health, welfare, and social services. The paper identifies factors that appear to drive spending costs: the need for education and other children's services in the state; the ability to pay (fiscal capacity); and the willingness to pay (fiscal effort). This context is then used to draw implications with regard to state spending for education and non-education children's services in the near future and beyond. The report looks at changes in state spending over time, as well as recent cross-sectional state data. In summary, the salience of indicators of need and ability to pay indicates that most states will be greatly challenged in financing these programs in the years ahead. Furthermore, the strong negative relationship between willingness to pay and noneducation children's spending--especially among the low-spending states--implies that finding the funds to support noneducation children's services in the absence of federal fiscal incentives and service mandates may prove especially difficult in these states. In general, a combination of increased needs, slower growth in fiscal capacity, and a reduced federal role in setting standards and providing financial support will make it extremely unlikely that the vast majority of states can sustain the per-child average length of stay is about a year. Approximately half of the children appear to have severe psychiatric disorders. The evaluation identified four basic problems of the facility: (1) an unclear mission as to what it is to do, to whom, and why; (2) fragmented services with little coordinated planning for individual children and little communication among staff members; (3) emphasis on control rather than treatment, with staff focusing on making children adjust to the institution rather than preparing them for life in the community; and (4) isolation, especially the facility's geographic remoteness from its residents' homes, and staff isolation from current thinking and state policy. Recommendations to the Ohio General Assembly include, among others, identifying an appropriate and clear mission for the institution, requiring persons or agencies placing children in OVCH to bear the cost, and more oversight over its operations. An OVCH response and a 1993 update are attached. (DB)

ED 394 226 EC 304 746

Out-of-District Special Education.
PUB DATE- Aug 92
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Compliance (Legal); Decision Making; *Delivery Systems; *Disabilities; Educational Finance; *Educational Policy; Elementary Secondary Education; Federal Regulation; Incidence; Low Incidence Disabilities; Parent Participation; School Districts; State Regulation; *Student Placement
IDENTIFIERS- *Ohio; *Out of District Placements

This study examined issues regarding children who receive special education services outside of their home school district--specifically, reasons for these out-of-district placements in Ohio. The study reviewed relevant documents concerning federal and state requirements and funding, and consulted with Ohio Department of Education (ODE) personnel, 70 parents of children receiving out-of-district services, and 24 school district and regional resource center administrators. The study analyzed reasons for out-of-district placements, implications of such placements, and parental involvement. The study found that 10 percent of children receiving special education services were placed out-of-district, with children having less common disabilities and/or more severe disabilities more likely to be placed out-of-district. It also found that ODE's rules regarding categorical unit funding of special education services should be more flexible and that parents may not fully understand their rights. The study recommended that: (1) ODE actively pursue improved services and training to families of children with disabilities; (2) ODE continue to fund and evaluate alternative approaches to the delivery of special education services; and (3) ODE consider changes to state funding policies to allow local flexibility in providing services while complying with federal regulations. Appendices include survey forms and a statement of state and federal oversight responsibilities. (Contains 18 references.) (DB)

ED 394 227 EC 304 747

Head Start program services in the Fall; (4) use Head Start diagnostic criteria to determine a child's eligibility for special education and related services; (5) designate a coordinator of services for children with disabilities with specific responsibilities; and (6) operate in accordance with guidance on the use of program funds. Extensive guidelines on application of the performance standards are presented. (DB)

ED 394 246 EC 304 766

Responses to Common Questions on Head Start Services for Children with Disabilities.
PUB DATE- 27 Jul 94
NOTE- 13p.; For a related document on program performance standards, see EC 304 765.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Agency Cooperation; Ancillary School Services; Delivery Systems; *Disabilities; *Disadvantaged Youth; Early Intervention; Eligibility; Federal Programs; *Federal Regulation; *Guidelines; Preschool Education; *Program Implementation; School Districts; Severity (of Disability); *Standards
IDENTIFIERS- *Project Head Start

This memorandum provides guidance on issues raised regarding the Head Start Performance Standards for Children with Disabilities, federal regulations to ensure that young children with disabilities receive appropriate Head Start educational and related services. Extensive answers are provided to questions concerning: (1) financial responsibility for paying for needed special education and related services for children with disabilities; (2) the requirement that Head Start programs enroll eligible children without regard to the severity of the disability; (3) eligibility in cases where the formal evaluation concludes that the child does not meet the state's disability criteria but does meet Head Start disability criteria; (4) requirements concerning the training and qualifications of Head Start program staff; (5) the local education agency's responsibility to develop the Individualized Education Program; (6) the lack of relationship between the 10 percent over-income limitation and the 10 percent minimum enrollment of children with disabilities; (7) non-applicability of standards for services for infants and toddlers; (8) timelines for screening and evaluations; and (9) school-system established age cutoff dates for eligibility. (DB)

ED 394 247 EC 304 767

Building Bridges: Inclusive Post-Secondary Education for Persons with Intellectual Disabilities.
PUB DATE- 96
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Attitudes; Civil Rights; Community Colleges; Court Litigation; Delivery Systems; *Educational Policy; *Educational Practices; Equal Education; Foreign Countries; *Higher Education; *Inclusive Schools; Mainstreaming; *Mental Retardation; Parent Attitudes; Teacher Attitudes; Vocational Training Centers

Influences on Aggressive and Disruptive Behaviors of Students with Emotional and Behavioral Disorders" (Richard E. Shores et al.); (17) "Practical Questions about Collaboration between General and Special Educators" (Peggy T. Reeve and Daniel P. Hallahan); (18) "A Collaborative Model for Students with Mild Disabilities in Middle Schools" (Alan E. White and Lynda L. White); (19) "The General Education Collaboration Model: A Model for Successful Mainstreaming" (Richard L. Simpson and Brenda Smith Myles); and (20) "Rethinking the Relationship between Consultation and Collaborative Problem-Solving" (Marleen C. Pugach and Lawrence J. Johnson). (Individual chapters contain references.) (DB)

ED 394 264 EC 304 784

Jitendra, Asha; And Others
Teaching Sign Language to Children with Behavior Disorders Utilizing Direct Instruction.
PUB DATE- Apr 96
NOTE- 12p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (74th, Orlando, FL, April 1-5, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Sign Language; Behavior Disorders; *Communication Skills; Educational Principles; Elementary Education; *Emotional Disturbances; *Hearing Impairments; *Instructional Development; Instructional Effectiveness; Lesson Plans; Multiple Disabilities; Nonverbal Communication; Social Integration; Special Schools; *Teaching Methods
IDENTIFIERS- *Direct Instruction

This paper describes the planning and implementation of an instructional unit to teach the basics of American Sign Language to a class of nine elementary-aged male students with serious emotional disturbances (including one with a severe hearing impairment) in a laboratory school. The systematic instructional approach, direct instruction, was used. Direct instruction utilizes a mastery learning paradigm, a structured teacher-directed approach, careful monitoring of student performance, and provision of immediate and corrective feedback. Instructional planning involved pretesting of hand proficiency, selection of specific signs, and development of instructional objectives and detailed lesson plans. Implementation consisted of daily half-hour lessons over a 3-week period, each of which involved review, statement of objectives, direct instruction, practice, and feedback. Evaluation indicated that 5 of the 6 students who completed the posttest surpassed the mastery criterion of 24 signs out of the 42 signs taught, with students gaining an average of 34 new signs. Evidence of intrinsic motivation in learning and using sign language was seen. Most students spontaneously initiated conversation with the hearing-impaired student. Lesson topics, a sample lesson plan, and the assessment story are attached. (DB)

ED 394 265 EC 304 785

Perras, Cynthia L.
Parental Perspectives on Integrated as Opposed to Contained Class Placements for Developmentally Challenged Children.
PUB DATE- Oct 95
NOTE- 102p.; M.Ed. Thesis, Brock University.

implications of the increasingly multilingual nature of the LEP population are discussed. The role of research in informing policy is also considered. It is concluded that policy needs to be re-formed to emphasize LEP student achievement. (Contains 21 references and a list of bilingual education resources.) (MSE)

ED 394 284 FL 023 677

Izzo, John
Usage of Subordinating Conjunctions by University of Aizu Freshman Students: A Pilot Study.
PUB DATE- Mar 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- College Freshmen; *English (Second Language); *Error Patterns; Foreign Countries; Higher Education; Interference (Language); Japanese; *Language Patterns; Language Research; Language Usage; Oral Language; Pronunciation; Punctuation; Sentence Structure; Spelling; *Writing (Composition); Written Language
IDENTIFIERS- *Conjunctions; Japan; University of Aizu (Japan)

A study examined patterns of English usage in 52 Japanese university freshmen's written compositions, particularly in the use of the subordinating conjunction "because." It was found that students often fragmented sentences when "because" was involved, or used a comma to separate a trailing dependent "because" clause from the independent sentence. The conjunction "when" was found to be used almost as much as "because," but was misused far less. It is suggested that the "because" errors may derive from students' experience in being asked "why" question in conversational English instruction or popular English language reference materials and may not understand the different expectations for oral and written replies. Additional problems identified were excessive use of coordinating conjunctions to start simple sentences and spelling errors apparently associated with Japanese pronunciation of English vocabulary. (MSE)

ED 394 285 FL 023 678

Verma, Mahendra K., Ed.; And Others
Working with Bilingual Children: Good Practice in the Primary Classroom. Bilingual Education and Bilingualism 6.
PUB DATE- 95
NOTE- 199p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Bilingual Students; Child Language; Children; Class Activities; *Classroom Communication; Classroom Techniques; *Cultural Pluralism; Discourse Analysis; Elementary Education; *English (Second Language); Equal Education; Evaluation Criteria; Evaluation Methods; Foreign Countries; Phonology; *Pronunciation Instruction; Standard Spoken Usage; Student Adjustment; Student Evaluation; *Writing Instruction; Written Language
IDENTIFIERS- Scotland; United Kingdom; Wales

Papers by teachers and teacher trainers address issues in bilingualism and related teaching techniques in the elementary school classroom in England. They are derived from an inservice involvement by higher education as well as business, parents, students, and teachers in schooling is suggested. (NAV)

ED 394 304 FL 023 700

Anstrom, Kris
New Directions for Chapter 1/Title 1.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 95
NOTE- 14p.; For other issues in this series, see FL 023 694-701.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Disadvantaged Environment; *Elementary Secondary Education; *English (Second Language); Ethnic Groups; *Federal Legislation; *Limited English Speaking; Minority Groups; National Programs; School Restructuring; Second Language Learning; Special Needs Students
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1

This report summarizes the results and impact of Title I and Chapter I reforms. In 1992-93, elementary and secondary students (n=6,403,054) participated in Chapter I in the United States; 17 percent of this population was limited English proficient (LEP). Although the program has helped many, educators and researchers have questioned the effectiveness of these programs in addressing the educational needs of disadvantaged students. This concern led to the Improving America's Schools Act of 1994, reform of Title I legislation, and the Goals 2000: Educate America Act. Title I mandated that States demonstrate challenging content and performance standards in math and reading or language arts because the basics-driven curriculum was no longer sufficient. Current reform has included curricular and instruction reform because Chapter I students were missing out on core academic instruction due to concentration on these subjects in pull-out programs. Use of in-class and extended time instruction has risen or been suggested, respectively, with the new reforms. Chapter 1 reforms also initiated increases in school-wide projects, greater inclusion of LEP students, and more teacher specialty training as well as greater flexibility and freedom at the school-level to design and implement these programs. Accountability and assessment have also been affected, and greater emphasis is now placed on school-parent-community partnerships. (Contains 12 references.) (NAV)

ED 394 305 FL 023 701

Kindler, Anneka L.
Education of Migrant Children in the United States.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 95
NOTE- 14p.; For other issues in this series, see FL 023 694-700.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Disadvantaged Environment; Elementary Secondary Education; Family Mobility; *Federal Legislation; *Migrant Children; *Migrant Education; Minority Groups; Multicultural

outperformed the comparison group on the third of three speaking tasks: describing a city. Overall, it is concluded that the strategies-based instruction had a positive influence on the 10-week course results. Strategy-based speaking exercises appear to be very useful for improving speaking skills in foreign language learning. (Contains 16 references.) (NAV)

ED 394 323 FL 023 727

Sigott, Gunther
Quantifying Language Ability.
PUB DATE- 31 Jan 96
NOTE- 23p.; Paper presented at the Educational Research Workshop on the Effectiveness of Modern Language Learning and Teaching (Graz, Austria, March 5-8, 1996)
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Communicative Competence (Languages); Foreign Countries; Language Proficiency; *Language Tests; Models; Second Language Instruction; *Second Language Learning; *Testing

This paper highlights central topics in language testing theory and practice that are relevant to the examination of modern language teaching and learning. Part 1 gives a time-lapse picture of the development of models of language competence in language testing, discusses the distinction between descriptive models and working models, and reviews the problem of distinguishing between underlying knowledge and performance. Part 2 deals with the operationalization of models in the form of tests, considering first the relationship between test method and the concept of communicative language testing and then addressing reduced redundancy testing and rating scales as measures of communicative competence. This second part also addresses the importance of reliability and validity, makes a case for standards of practice in language testing, and reviews language test equivalency across languages. Part 3 suggests four concrete implications for policy: all tests should be reexamined for validity in light of new language testing theory; testing should be matched up with communicative language teaching; language test batteries with crosslinguistic applicability should be constructed for all languages of the European Union; and research on the impact of tests on teaching should be carried out. (Contains 66 references.) (Author/NAV)

ED 394 324 FL 023 730

Kamimura, Taeko; Oi, Kyoko
A Crosscultural Analysis of Argumentative Strategies in Student Essays.
PUB DATE- Mar 96
NOTE- 29p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (30th, Chicago, IL, March 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Contrastive Linguistics; Cross Cultural Studies; Cultural Traits; Discourse Analysis; *English; Foreign Countries; Higher Education; High Schools; High School Students; *Japanese; *Language Patterns; Native Speakers; *Persuasive Discourse; Rhetoric; *Sociocultural

*Writing Exercises

A study investigaged: (1) in what ways sixth-grade students appropriated language and/or themes from multicultural poetry into their own poetry writing and (2) when students appropriated language and/or themes, what factors influenced their choices. Subjects were 5 students within a class of 22, chosen for case studies because of their unique involvement in the classroom community, resistance to distraction, fluency in writing, and diverse cultural/ethnic backgrounds. Data were collected during 6 weeks of language arts study of poetry and poetry writing in which a multicultural text of 55 poems was used. The data were derived from student-authored poetry, selected published poetry, observation, in-depth student interviews, and audiotape recordings of ad hoc peer conference groups. Case analyses were supplemented with data from all 22 class members. It was found that the students did appropriate themes, phrases, and words from the multicultural poetry used and incorporate them into their own poetry, most cross-culturally. Patterns of appropriation indicate that students responded to poems holding some type of personal attraction or meaning. Examples are offered. Implications for multicultural education are also discussed. Contains 14 references. (MSE)

ED 394 344 FL 023 763

Tse, Lucy
The Effects of Ethnic Identity Formation on Attitudes toward Ethnic Language Development.
PUB DATE- Apr 96
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Case Studies; English (Second Language); *Ethnicity; *Heritage Education; *Identification (Psychology); *Language Attitudes; *Language Role; *Self Concept

A study explored the process of ethnic identity formation and the role of language in the ethnic identity of five language-minority adults, and any changes in language's role over time. In-depth interviews were conducted with five U.S.-born ethnic and language minority adults with diverse backgrounds. Brief profiles of the three men and two women are presented. The recorded interviews and interview notes were analyzed for orientations toward culture, orientations toward language, and group membership, and for changes over time. Results suggested two stages of ethnic identity development: (1) lack of awareness and/or interest in ethnic language, culture, or group membership, and (2) a period of ethnic identity exploration and experimentation. Characteristic behaviors and attitudes of each stage are outlined, with examples from the interviews. The respondents' orientations toward the ethnic language appeared to parallel the changes occurring in orientations toward ethnic culture and group membership, and it is suggested that language plays a prominent role in identity formation. Respondents described their own movement from one stage to the next. No evidence was found in this group for a third stage, proposed in the literature, or conflict resolution and identity achievement. Contains 16 references. (MSE)

ED 394 345 FL 023 764

(Second Language); Legal Problems; *Legal Responsibility; *Limited English Speaking; Literacy Education; *Police; Police Community Relationship; Second Language Instruction; Traffic Accidents; Traffic Control; Traffic Safety; Vocabulary Development
IDENTIFIERS- *Traffic Violations; *Washington

The 58-page reproducible text is an introductory guide to the role of police and the procedures surrounding traffic tickets in the state of Washington. It is designed for high-beginning to intermediate adult learners of English as a second language. In 17 brief, simply illustrated units, students are introduced to the police officer's job, types of traffic tickets, and the procedures, options, and penalties involved in responding appropriately to traffic tickets and traffic accidents in Washington. Each unit begins with pertinent vocabulary, followed by exercises including sentence and word completion, multiple-choice, student-to-student questions, pronunciation practice, and role plays. Authentic documents and forms such as a Washington driver's license, notices of infraction, penalty payment agreements, and notices of court hearing are included where appropriate. A section is devoted to notes to teachers concerning classroom use of the text. (Author/MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 394 365 HE 028 761

Clagett, Craig A., Ed.
The MAHE Journal, 1995.
PUB DATE- Oct 95
NOTE- 62p.; Published annually.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Collected Works - Serials (022)
DESCRIPTORS- College Faculty; Community Colleges; Computer Uses in Education; Economic Development; *Educational Technology; Elementary School Teachers; Elementary Secondary Education; Faculty Development; Faculty Handbooks; *Higher Education; Job Training; Program Development; Secondary School Teachers; *Technological Advancement
IDENTIFIERS- *Maryland; Virtual Classrooms

This annual serial issue contains seven articles on technology and higher education at institutions in Maryland. "A Faculty Development Model for the Virtual Campus" (Diane E. Davies) describes a seminar that helps instructors at the University of Maryland University College adapt to on-line teaching and learning. "The Maryland Instructional Framework: A Project for All Reasons" (Ronald L. Dietz) describes a project that uses computer technology to help elementary and secondary school teachers. "Designing a Hypertext Knowledgebase for Maximum Use" (James H. Rawson) recounts some of the design decisions in using Hyptertext as a teaching tool. "Project ICONS (International Communication and Negotiation Simulation) International Negotiation Seminars Project: Teaching with Technology" (Brigid Starkey and Jonathan Wilkenfeld) describes the program that won a 1994 Distinguished Program award. Both "The Circuitous Dilemma: The Role of the State, of Business, of the Consumer, and of Higher Education in Twenty-First Century Economic Development" (Robert F. Wiedefeld) and "Community Colleges and Workforce Training: Past Performance and Future Direction" (Craig A. Clagett and Andrew L. Meyer) both look at higher education and economic development in Maryland. The last article is "A Survey of Practices Relating to Faculty Handbooks at Maryland Postsecondary Educational Institutions" (Margaret their campuses. Officials are listed by state and institution. The approximately 300 listings standardly provide name, title, address, phone number, e-mail address, and FAX number. An index lists all included institutions alphabetically. (DB)

ED 394 386 HE 029 077

Fiol-Matta, Liza, Ed.; Chamberlain, Mariam K., Ed.
Women of Color and the Multicultural Curriculum: Transforming the College Classroom.
PUB DATE- 94
NOTE- 390p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Collected Works - General (020)
DESCRIPTORS- *College Curriculum; Course Descriptions; Curriculum Development; *Faculty Development; *Feminism; Higher Education; Humanities; Literature; *Minority Groups; Puerto Rican Culture; *Puerto Ricans; Seminars; Social Studies; Undergraduate Study; *Womens Studies
IDENTIFIERS- Ford Foundation

This volume documents the Ford Foundation's Mainstreaming Minority Women's Studies program to encourage curriculum transformation by concentrating on the issues, learning, research, and achievements of women of color in the United States. Part 1 is on faculty development and begins with two essays: "Shifting Models, Creating Visions: Process and Pedagogy for Curriculum Transformation" (Karen E. Rowe); and "Understanding Outcomes of Curriculum Transformation" (Paula Ries). Part 1 then focuses on faculty development, with model syllabi drawn from the George Washington University (District of Columbia) and the University of California at Los Angeles. Each is accompanied by an introductory essay by the seminar facilitators. Part 2 presents undergraduate syllabi representative of the course revisions produced by the program's seminars. Two general essays in Part 2 are "Litmus Tests for Curriculum Transformation" (Liza Fiol-Matta) and "Reflections on Teaching Literature by American Women of Color" (King-Kok Cheung). The remainder of Part 2 presents specific curricula in the following areas: American studies, art and architecture, Barnard College first-year seminars, history, literature, theology, writing, anthropology, economics, geography, political science, psychology, and sociology. Part 3 focuses on Puerto Rican studies. The essay, "An Interdisciplinary Guide for Research and Curriculum on Puerto Rican Women" (Edna Acosta-Belen et al.) introduces the 10-unit curriculum. (DB)

ED 394 387 HE 029 078

Satterlee, Brian
An Application of Break-Even Analysis To Determine the Costs Associated with the Implementation of an Off-Campus Bachelor Degree Completion Program.
PUB DATE- Sep 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Bachelors Degrees; *College Administration; *Cost Effectiveness; *Decision Making; Higher Education; *Off Campus Facilities; *Resource Allocation

while expanding the scope of information that institutions use for decision making purposes. (NAV)

ED 394 403 HE 029 097

Wallhaus, Robert A.
The Roles of Postsecondary Education in Workforce Development: Challenges for State Policy.
PUB DATE- Mar 96
NOTE- 41p.; Prepared for the Wingspread Symposium, "Toward More Effective Learning Environments: The Role of Postsecondary Education in Workforce Preparation" (Racine, WI, February 22-24, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Basic Skills; *Education Work Relationship; *Employer Attitudes; *Employer Employee Relationship; Employment Potential; Employment Qualifications; Functional Literacy; Higher Education; Job Skills; Labor Market; Literacy Education; Minimum Competencies; Needs Assessment; School Business Relationship

This paper provides an overview of the issues and challenges facing postsecondary education in workforce development in the states. Key questions of employer, learner, and government and public expectations are listed as a suggested starting point for discussions between state, education, and business leaders about strategies for addressing these challenges. Employers, learners, and the public are seen as placing increasing demands and expectations on colleges and universities to do a better job preparing the workforce. The role of higher education in workforce development is examined, using employer, learner, and public expectations as a basis; the kinds of responses that colleges and universities must offer in return are addressed. Employers are placing increasing demand for basic education skills, such as in mathematics and communication, and basic workplace skills, such as teamworking, interpersonal relations, and leadership. Expectations of learners are aligning themselves with the employer needs, especially among older, non-traditional students. As learners and employers seek more flexibility and access to education and training, institutions must respond with new instructional delivery systems, including teacher preparation and professional development, based on public need and demand. Coordination across federal, state, and public needs is the key to an effective workforce development system and the changes that this will bring to the current educational systems. (Contains 17 reference notes.) (NAV)

ED 394 404 HE 029 098

McKeown, Mary P.
State Funding Formulas for Public Four-Year Institutions.
PUB DATE- Feb 96
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Finance; Financial Needs; Financial Support; Higher Education; Public Colleges; *Resource Allocation; *School Funds; *State Aid; State Programs; State School District Relationship; State Universities; Training Allowances

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Graduate Students; Higher Education; *Interpersonal Relationship; *Mentors; Professional Development; *Teacher Student Relationship
IDENTIFIERS- *Protege Mentor Relationship

In this paper, the authors view mentorship not as the traditional one-to-one relationship between mentor and mentee, but "from the next scale up" as a large systematic collection of mentor-mentee pairs. This concept, borrowed from the graphic arts and called "macro-mentorship," is adopted as a means for obtaining new insights about traditional mentorship; this new view has a transformational effect on the lives of artists and academics. Three examples of macro-mentorship are discussed: Neo-Impressionist painters, a family of scholars with a shared academic lineage, and a research group organized around a military command framework. Recommendations from analysis of these exemplars include recognizing existing and new mentoring roles, increasing the awareness of one's academic lineage, and participation of mentor and mentee in meaningful joint activity. (Contains 32 references.) (Author/NAV)

ED 394 421 HE 029 115

Karabenick, Stuart A.; Collins-Eaglin, Jan
Relation of Perceived Instructional Goals and Incentives to College Students' Use of Learning Strategies.
PUB DATE- Apr 96
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Style; College Students; *Educational Objectives; Higher Education; *Incentives; Instructional Effectiveness; *Instructional Material Evaluation; Learning Processes; *Learning Strategies; Student Attitudes; Student Motivation; Teaching Methods

This paper describes college classes according to their prevailing goals and incentive structures to determine the extent that they can be characterized as emphasizing mastery and performance goals and individualistic, cooperative, and competitive incentives. A second focus is on the relationship between these goals and incentives. Participants were 1,037 college students from 54 small- to medium-sized lecture or lecture/discussion classes at a large midwestern, public university. Students responded anonymously to a questionnaire described to them as a way to learn more about their learning environment. Fifty-four instructors, experienced from 1 to 30 years, assisted in the task. With the exception of a moderately high emphasis on grades, students perceived their classes' goals and incentives as having characteristics that have been found to facilitate engagement in learning: an emphasis on learning the material, outcomes based on individual performance criteria, opportunities for learning in groups, and less emphasis on competition and ability comparisons. Variability among classes was related to the level of student engagement in learning; working together, cooperating students who placed less emphasis on grades used more higher-order learning for adult readers in rural areas. The book is printed in large type. Many of the stories provide pertinent information for the reader, coupling stories with practical information and telephone numbers and addresses for services. The reading levels in the book are based on the Fry Graph for Estimating Readability, the Dolch Word List, and lists of most-used words. The reading levels range from primer through fourth grade. The stories in part 1 of this two-part book, written on the lowest levels, have a controlled vocabulary and all new words are listed. In part 2, difficult or unusual words are defined. (KC)

ED 393 972 CE 071 262

Kimmons, Carol
Mountain Science. Second Edition.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 95
NOTE- 273p.; For a related document, see CE 071 261.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Community Services; *Folk Culture; High Interest Low Vocabulary Books; History; *Literacy Education; Oral Tradition; Reading Instruction; Rural Areas; *Rural Population; *Science Instruction; Supplementary Reading Materials
IDENTIFIERS- 353 Project; Appalachia

This is the second in a series of books that provide high-interest reading material for rural adults who read below the seventh-grade level. The book provides information on science, technology, and the environment for the people of Appalachia and other rural areas, helping to bring the concepts and meaning of science within their grasp. Many of the articles are first-hand accounts of science as practiced in earlier times by ancestors of the storytellers. Revised and updated from the first edition, this edition is relevant to adults with low reading levels beyond the Sequatchie Valley area of southeastern Tennessee that was emphasized in the first edition. The book is printed in large type in order to help adult readers who have vision problems, and where appropriate, stories are written in modified vernacular form. Words in italics are explained at the end of each story. The reading levels are based on the Fry Graph for Estimating Readability, the Dolch Word List, and lists of most-used words. Reading levels range from first through sixth grade. Stories in Part One have a controlled vocabulary and all new words are listed. The 52 stories are organized in eight parts: (1) science and people; (2) water--you can't do without it; (3) power and people; (4) earth science; (5) our forests; (6) herbs and healing; (7) guns and hunting; and (8) the meaning of science. (KC)

ED 393 973 CE 071 263

Exploring Work: Fun Activities for Girls.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 176p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

the following: (1) 42 percent indicated that they would have enrolled in correspondence or telecourses; (2) 39 percent indicated that campus policies, student life, and campus facilities do not meet the needs of nontraditional-degree students; (3) 2 percent indicated that the BOG degree is more relevant than a traditional degree; (4) 39 percent said they were not discriminated against; (5) 36 percent said nontraditional students were socially integrated with traditional students; and (6) half the students indicated that their degree led to career advancement. (Contains 16 references.) (KC)

ED 393 991 CE 071 286

Foster, Patrick N.
A Century of Technology Education.
PUB DATE- May 96
NOTE- 31p.; Paper presented at the Spring Conference of the Connecticut Technology Education Association (63rd, Waterbury, CT, May 20-21, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational History; Educational Legislation; Educational Trends; Elementary Secondary Education; *Industrial Arts; *Industrial Education; Public Education; *Technology Education; Vocational Education

The history of technology and industrial education in the United States provides lessons that should be heeded if current advances such as tech prep are to succeed. Practical, vocation-oriented education has been an urgent objective for U.S. education three times in the 20th century. At the turn of the century, manual training (later manual arts) was advocated, but despite the impetus of the Vocational Education Act of 1917, this trend subsided. The progressive education movement of the 1920s-1930s gave rise to industrial arts, which was not an outgrowth of but a reaction against manual training. The industrial arts movement was involved in the debate between the social-efficiency and student-centered rationales for public education. Although the post-World War II years were the strongest for industrial arts, the movement remained conservative when more liberal educational trends arose in the 1960s-1970s. Neither vocational education nor industrial arts embraced the 70s career education concept. During the back-to-basics educational reform era of the 1980s, industrial arts changed its name to technology education and attempted to establish itself as a basic. At the end of the century, practical educators once again have the opportunity to reach all public school students. The internal divisions and indecision that characterized past responses must be overcome if this present opportunity is to be seized. (Contains 63 references.) (SK)

ED 393 992 CE 071 287

Hayes, Elisabeth; Cuban, Sondra
Border Pedagogy: A Critical Framework for Service Learning.
PUB DATE- Apr 96
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Adults" (Blunt); "Adult Education Research Trends in Canadian Universities" (Bouchard); "Born of Different Visions" (Briton, Spencer); "Virginia Griffin's Path and Contribution toward the Holistic Orientation" (Campbell); "Learning a Living" (Church, Creal); "Art and Storytelling" (Crawford); "Economic Globalization" (Cruikshank); "Constructing a Need" (Davidson); "The Marginalization of Adult Education" (Deshpande); "Surfacing Tensions in Graduate Adult Education" (Dewar); "New Directions for Adult Education Programs in Community Colleges" (Feng, Hian); "Domination and Resistance in Workers' Political Learning" (Foley); "The Life History Method" (Gerding); "Looking Back, Looking Forward" (Grace); "New Realities" (Hian, Feng); "The Past, Present and Future of Adult Education in the Kitikmeot Region, Northwest Territories" (Isnor, McLean); "The Future Manager as Leader and Coach" (Leclair); "Recruitment, Retention, and Support Protocols for Women's Literacy Programs" (MacKenzie); "Antonio Gramsci and Adult Education" (Mayo); "Educative Consequences of a Paradigm Shift" (Morin); "Continuing Educators as Learners" (Percival); "'Training for What?' An Educational Response to the Adult Unemployed in a Post-Industrial Society" (Pittas); "Restorying Living" (Randall); "Adult Education and Deinstitutionalization of Psychiatric Patients" (Roy); "Peripheral Visions" (Sanderson); "In the Beginning" (Selman); "Analysis of a Relapse Prevention Programme Designed to Help Penitentiary Inmates" (Shewman); "Codes of Ethics in Adult Education" (Sork); "What Makes a Successful Workplace Education Program?" (Taylor); "Meaningful Learning in Organizations" (Walker); "'Fraught with Wonderful Possibilities'" (Welton); "Distance Education Techniques in Community Development" (Baggaley, Coldevin, Gruber); "Why Do Community Workers Do What They Do?" (Cawley, Guerard, Campo); "Adult Education in an Emerging Postmodern Condition" (Deneff, Schmitt-Boshnick, Scott); "Languages of Inclusion & Creativity" (Hall et al.); and "CASAE Canadian Association for the Study of Adult Education Peace Portfolio" (Rosenberg et al.). (MN)

ED 394 011   CE 071 328

Adult Learning & Literacy Clearinghouse Fact Sheets. Revised .
PUB DATE- Mar 96
NOTE- 22p.; Contains revisions of 10 fact sheets from ED 382 851. Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Clearinghouses; Correctional Education; *Demonstration Programs; Disabilities; Educational Research; *Educational Resources; *Federal Programs; High School Equivalency Programs; Information Dissemination; *Literacy Education; Older Adults; Program Descriptions; Publications; Volunteers; Workplace Literacy
IDENTIFIERS- Adult Education Act; Family Literacy

The fact sheets in this packet provide updated information about the following: (1) the Federal Adult Education and Literacy Program; (2) the major estimates and definitions of adult illiteracy in the United States; (3) volunteerism; (4) the Division of Adult Education and Literacy Clearinghouse; (5) literacy education for older adults; (6) adult basic education (ABE) programs for adults with disabilities; (7) correctional education; (8) adult secondary education; (9) family literacy; and (10) workplace literacy. Sources of additional information are listed on each sheet. (KC)

DESCRIPTORS- *Client Characteristics (Human Services); Counseling Services; *Education Work Relationship; *Employment Patterns; *Outcomes of Education; Position Papers; Program Effectiveness; Rehabilitation Counseling; Salary Wage Differentials; *Vocational Rehabilitation

The General Accounting Office (GAO) reviewed the effectiveness of the vocational rehabilitation (VR) program by examining the characteristics of the clients served in 1988, the services they received, and their employment outcomes. The study report was slated to be completed in early 1992. In testimony before Congress, a GAO representative summarized the review's major findings as of November 1991. According to that testimony, approximately two-thirds of VR clients in 1988 had a severe disability. Among the various types of VR services, diagnosis/evaluation services were provided most frequently and education and training were provided least frequently. Most rehabilitated clients experienced short-term gains in employment and earnings. Most were rehabilitated to paid work; however, their long-term outcomes were mixed. The number of rehabilitated clients with any wage earnings quickly declined to preprogram levels, and only half of rehabilitated clients had any earnings in each of the 5 years following their participation in the VR program. VR clients were most likely to be white, male, severely disabled, and suffering from an orthopedic impairment. (Appended are a list of the major categories of conditions considered disabling and a table detailing the percentages of clients receiving various types of VR services by disability.) (MN)

ED 394 032 CE 071 376

Workforce Issues. Employment Practices in Selected Large Private Companies. Report to Congressional Committees.
PUB DATE- Mar 91
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- Business; *Employer Attitudes; *Employment Practices; Employment Programs; *Employment Qualifications; Entry Workers; Fringe Benefits; National Surveys; *Personnel Selection; *Private Sector; Questionnaires; Recruitment; *Salary Wage Differentials; Trend Analysis
IDENTIFIERS- Employer Surveys

The General Accounting Office examined employment practices in 130 selected large private U.S. companies with at least 100 workers in each of 10 or more employment locations and at least 25,000 employees. Of the 130 companies surveyed, 83 (64%) returned usable responses. The respondents reported using a wide range of employment practices for officials and managers but relied heavily on campus recruitment for professionals. The following factors were considered most important when hiring entry-level staff: personal interviews, work experience, and grade-point average. Nearly all respondents included 11 of 21 possible benefit programs in their employee compensation packages; however, opinions regarding the relative importance of those 11 programs varied widely. Health insurance, retirement, and 401(k) savings plan were considered the most important benefits for employees. Sixty-six of the 83 respondents said their objective was to pay at or above the average wages offered by other employers, and 21 of those companies adjusted their pay schedules annually. More than 80 percent of companies had planned programs to reimburse colleges is intended to help in streamlining existing systems and in creating new quality assurance systems. The first section makes suggestions for quality policies and definitions: define quality at the college level, devise a quality policy, break down college activities into key areas, and agree on quality criteria for each area. The second section makes recommendations for development of a coherent quality assurance system: devise quality standards; decide how to measure each standard; set up systems to collect information to measure performance against standards; integrate this system with planning cycles; and establish reporting mechanisms. The third section makes suggestions for systematic self-assessment for each key area: receive regular reports from the quality assurance system; analyze performance against standards; identify strengths and areas for further development; judge the quality of provision and recommend priority areas for action; and recommend improvement targets. It also makes suggestions for the college level: develop an overall assessment of the college's performance, strengths, and priority areas for improvement and write an annual college self-assessment report. The fourth section makes recommendations for postassessment action plan: identify the improvement team and clarify its task, authority, and targets; undertake detailed analysis of current practice; consider ways of bringing about change; decide on action; implement and monitor changes; and evaluate success of changes. Two appendices describe the legislative context and the inspection/assessment frameworks in England and Wales. Contains 20 references. (YLB)

ED 394 051 CE 071 434

Holding, Gordon; And Others
Comparing Content in Selected GCE A Levels and Advanced GNVQs.
PUB DATE- May 96
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Allied Health Occupations Education; *Art Education; *Business Education; Commercial Art; Comparative Analysis; Design; Educational Certificates; Educational Research; Foreign Countries; Postsecondary Education; *Shared Resources and Services; Standards; *Student Certification; Technical Institutes
IDENTIFIERS- *General Certificate of Education; *General National Vocational Qualif (England)

In an action research project, four British further education colleges compared mandatory units of three Advanced General National Vocational Qualifications (GNVQs)--business, art and design, and health and social care--with related General Certificate of Education Advanced Level (GCE A-level) syllabuses. Activities included a detailed comparison of content, recording of the general attributes or characteristics of each qualification, and consideration of the implications of the comparison, including the potential for shared teaching and learning resources and/or the creation or design of common assignments, activities, or modules of learning. Findings indicated that about half the content of the Advanced GNVQ in art and design overlapped significantly with GCE A-level syllabi, demonstrating potential for some co-teaching, sharing of resources, and perhaps a "Y" model, in which students begin with learning modules common to both GNVQs and GCEs and decide later which to pursue. Some overlap was found between all the GNVQ business mandatory units and GCE A-level business studies preschool education in Sweden; time-schedule for compulsory education; and the need for competence.) (MN)

ED 394 069 CE 071 477

Quero, Manuel Lopez
Systems and Procedures of Certification of Qualifications in Spain. National Report. CEDEFOP Panorama.
PUB DATE- Jan 93
NOTE- 70p.; For related reports, see ED 368 869, ED 369 905, ED 372 246, ED 379 470-474, and ED 389 862.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Competence; Curriculum; Educational Change; Educational Legislation; *Educational Opportunities; *Educational Policy; *Educational Practices; *Employment Qualifications; Federal Legislation; Foreign Countries; Higher Education; Noncollege Bound Students; Professional Associations; Professional Continuing Education; *Student Certification; *Vocational Education
IDENTIFIERS- *Spain

This document explains the various academic and professional/vocational qualifications obtainable under the Spanish educational system at its various levels as well as the systems and procedures in place for certifying qualifications in Spain. The following topics are discussed in the document's three sections: (1) the nonuniversity educational system (development of the preuniversity educational system in the General Law of 1970 and the Law on Reform of 1990 and nonuniversity qualifications under each of the two laws); (2) the Spanish university system (overview of the university system's structure; legal recognition, bodies responsible for awarding qualifications, qualifications awarded by private bodies, and nonofficial awards; content, curriculum, and representative bodies consulted when curricula are drafted; access to qualifications and university courses; modes of teaching; accessing courses; and official qualifications and professional associations); and (3) occupational and continuous training (occupational training, higher training, vocational training given by other bodies, and unofficial training). The document's primary focus is on the Ministry of Employment and Social Security/National Institute of Employment, which is the only body authorized to award academic and professional/vocational qualifications in Spain. Appended are the following: lists of abbreviations/acronyms and principal bodies responsible for certification of qualifications and competence; an 11-item bibliography; and a glossary. (MN)

ED 394 070 CE 071 492

Drummond, Robert J.; Ryan, Charles W.
Career Counseling: A Developmental Approach.
PUB DATE- 95
NOTE- 418p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adults (30 to 45); *Career Counseling; *Career Development; Career Education; Career Guidance; *Career Information Systems; Career Planning; Computer Oriented Programs; *Counseling Techniques; *Counseling Theories; *Developmental Psychology; Disabilities; Elementary Secondary Education; Ethnic Groups; Higher Education; Information

discusses relevant key findings from a broad range of counseling process and outcome research that elucidate how the relationship-centered perspective undergirds the joint interaction of relationship and task/technique elements in counseling practice. Contains 92 references. (JBJ)

ED 394 088 CG 026 905

Schaupp, Diane S.; And Others
A Sociopsychological Model of Career Choice and Vocational Behavior.
PUB DATE- 15 Aug 95
NOTE- 46p.; Paper presented at the Annual Convention of the American Psychological Association (103rd, New York, NY, August 11-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Behavior Theories; *Career Choice; Case Studies; Causal Models; Faculty Publishing; Followup Studies; *Motivation; Psychological Patterns; Psychological Studies; Sex Differences; *Social Psychology; Social Sciences; *Vocational Followup
IDENTIFIERS- Personal Attributes Questionnaire

This study tested a causal model of vocational behavior developed by Astin (1984) that incorporated both psychological (work motivation and work expectations) and cultural-environmental (gender-role socialization and the structure of opportunity) factors. A questionnaire packet was administered to 113 faculty women and 103 faculty men. Similarities and differences in predictors of publishing activity for faculty women and men are discussed. Although some interesting relationships among the variables were found, the present study did not support the model. To promote future research, some conceptual and methodological problems of the study are pointed out. Contains 50 references. Five figures and three table present data and statistical analysis. (Author/TS)

ED 394 089 CG 026 906

Dworkin, Sari H.
The Role of Bisexual Issues in Lesbian and Gay Psychology.
PUB DATE- 11 Aug 95
NOTE- 10p.; Paper presented at the Annual Convention of the American Psychological Association (103rd, New York, NY, August 11-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Homophobia; *Homosexuality; Interpersonal Relationship; Lesbianism; *Psychology; *Sexual Identity; Sexuality
IDENTIFIERS- *Bisexuality

Recent studies show that those lesbians and gays who are comfortable and "out" with their identities exhibit better psychological adjustment than those who are unaccepting and hidden. This paper explores the experiences of bisexuals within the gay and lesbian movement and shows how what is known about sexual orientation and the development of a sexual identity makes the study of bisexuality critical to the study of lesbian and gay psychology. It examines: (1) Essentialism vs. Constructionism; (2) Sexual Identity; and (3) The Role of

DESCRIPTORS- *Alcohol Abuse; Behavior Change; *Crime; Crime Prevention; *Drinking; *Driving While Intoxicated; Foreign Countries; *Incidence; Longitudinal Studies; Naturalistic Observation; *Victims of Crime
IDENTIFIERS- New Zealand

Previous investigators have looked at many types of criminal offenses in order to determine alcohol involvement in crime. This longitudinal (4-year) naturalistic experimental and control designed study examined the effects of change in alcohol availability on rates of offending in a small provincial region of New Zealand following the closure of the sole hotel in each of two rural towns. Criminal offenses in the two experimental towns and the four control towns were compared across two levels: "serious" offenses (homicide; rape) or "other" offenses (property and traffic offenses). Results were consistent with previous interruption in supply-alcohol availability theory, as both antisocial (drink related) and drunk driving offenses decreased in experimental towns and increased relative to national offense trends in control towns. A causal relation between alcohol and crime was proven in this study as crime decreased significantly for 2 years in areas of reduced alcohol availability. Contains 60 references, 2 tables, and 4 figures. (JBJ)

ED 394 109 CG 026 942

Portman, Penelope A.
Experiences of Ninth Grade Physical Education Students.
PUB DATE- 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Athletes; Athletics; Field Interviews; Grade 9; High Schools; High School Students; Naturalistic Observation; *Personal Narratives; *Physical Education

Numerous studies exist that report the behaviors of elite athletes, but little research exists which describes the experiences of students within public school physical education classes. The purpose of this study was to describe the experiences articulated by ninth graders participating (n=67) in their last semester of required physical education. Field observations and interviews were the data collection methods used. The themes emerging from students' experiences were: "Gym is fun when I can do it," "I don't like what I can't do," "Gym is best when I can be with my friends," "Mostly, it's better if we are separated by gender ," "To be successful you have to practice," and "I will probably be a couch potato." In general, the students recognized a pecking order in which those at the bottom are harassed and criticized for mistakes tolerated if committed by high-skilled students. The high skilled boys or girls in this study rarely helped the lesser skilled students, preferring to play by themselves as a group. Only those who were already active indicated any desire to continue with physical activity once their ninth grade physical education requirement was completed. It was concluded that a large number of students are being turned off to physical activity in part because of the nature and structure of physical education classes. (JBJ)

ED 394 110 CG 026 943

Higgs, Graham E.
Rethinking Locus of Agency in the At-Risk Condition.

word Developmental Spelling Test (DST) using a Dionne Observation Table (DOT), in June, February, and May. Code grids describing operations used were constructed using visual protocols, verbatim transcripts, and words produced. Differences by ability and gender were calculated for each operation. Patterns, with 25% or greater difference, were identified for data and control related operations. Results indicated that consonant, vowel, and meaning-related operations and some operations in each of the cognitive control categories were differentiated by ability. Few patterns of differences were found by gender. Findings also indicated that growth was greater during the first half of Grade 1 than during the latter half. (Contains 5 tables of data and a figure; 36 references, various forms, samples, and directions are appended.) (Author/CR)

ED 394 129 CS 012 425

O'Connor, Rollanda E.; And Others
The Effect of Kindergarten Phonological Intervention on the First Grade Reading and Writing of Children with Mild Disabilities.
PUB DATE- 10 Apr 96
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Early Intervention; Educational Research; *Grade 1; *Kindergarten; *Learning Disabilities; Primary Education; *Reading Skills; Special Education; *Writing Skills
IDENTIFIERS- *Phonological Processing

A study tested the long-term (end of Grade 1) effects of phonological skills treatment in kindergarten for children across a range of abilities. In Grade 1, 80 children from treatment and control classes participated in the study, along with 16 children in self-contained special education classes. In an earlier study with these same children, 6 kindergarten teachers in regular and special education classes were taught to conduct activities designed to stimulate their students' phonological manipulation skills such as blending and segmenting. Compared to controls, children with and without disabilities ended the year with significant treatment effects that transferred to measures of reading and writing. In the present study, for children without disabilities the early effects were no longer evident. Children from treated and control kindergartens gained in phonological, reading, and writing skills during Grade 1. For children with disabilities, the treatment continued to show significant effects on standardized measures of reading and writing, and on oral reading fluency and spelling. These long-term effects were found regardless of the setting (general or special education) in which children received kindergarten instruction. (Contains 3 tables of data and 38 references.) (Author/NKA)

ED 394 130 CS 012 426

Barnett, Jerrold E.
Self-Regulation of Reading Strategies in a College Course.
PUB DATE- Apr 96
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12,

ED 394 150 CS 215 308

Koriyama, Naoshi, Comp.; Lueders, Edward, Comp.
Like Underground Water: The Poetry of Mid-Twentieth Century Japan.
PUB DATE- 95
NOTE- 154p.; Translated by Naoshi Koriyama and Edward Lueders.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Anthologies; Creative Writing; *Figurative Language; Foreign Countries; Japanese; *Literary Genres; *Poetry; *Poets; *Twentieth Century Literature; World War II
IDENTIFIERS- Genre Studies; Japan; *Japanese Literature; Japanese Studies; *Literature in Translation; Poetic Forms; Voice (Rhetoric)

With more than 240 poems selected from 80 leading poets, this anthology is the first comprehensive collection of post-World War II Japanese poetry to survey all of the major tendencies and developments directly influenced by the war. Beginning with Nishiwaki Junzaburo (1894-1982), who studied Ezra Pound and T. S. Eliot, and concluding with Osada Hiroshi (1939-), the poems in the anthology trace the introduction and influence of such western traditions as symbolism, surrealism, and "Beat" poetry and the many advances made by women poets, as well as presenting a deep response to Japan's darkest moments and the regenerative powers of its postwar poets. All of the major poets of Japan since World War II are represented in the anthology. The anthology's introduction notes that nearly all the poets experimented with untried resources of the Japanese language itself, and they revolted against the rigid formal language devices of traditional poetry in which the structure was technically strict, intricate, and many-layered. Although the traditional (and impersonal) "haiku" and "tanka" are known to American readers and students of Japanese poetry, the anthology reflects the emergence of the poet's personal voice and presence in these poems which represent shifts in the language factors, purposes, and techniques in postwar poetry. (NKA)

ED 394 151 CS 215 309

Sageev, Pneena
Helping Researchers Write...So Managers Can Understand. Second Edition.
PUB DATE- 94
NOTE- 186p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Business Communication; Editing; Interprofessional Relationship; Professional Training; Research and Development; *Technical Writing; *Writing Difficulties; *Writing Improvement; Writing Skills; *Writing Strategies
IDENTIFIERS- International Surveys; Professional Writing; Researcher Role; *Rhetorical Strategies; *Technical Communication

Designed to address writing problems experienced by researchers and managers, this book suggests practical steps researchers can take and effective actions managers can implements to cut

Starratt, Robert J.
The Drama of Leadership.
PUB DATE- 93
NOTE- 195p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Critical Theory; Educational Philosophy; Elementary Secondary Education; *Leadership; *Leadership Qualities; *Management Development; Professional Development; Social Theories
IDENTIFIERS- *Postmodernism

This book reviews recent developments in the study and theory of leadership and explores new applications. It examines the questions that structuration theory raises for leadership, explores the theory of charisma and critical theory as posing new challenges to the understanding of leadership, and describes the uses of postmodernist theory for a new theory of leadership--a theory informed by theories of drama. The book views leaders as active players in a drama of human survival and fulfillment in a world threatened by irrationality and uncertainty. The leader is viewed as playing the part of director, coach, script writer, player, and critic in the developmental dynamic of institutional life. Proposals for the continuing education of leaders are offered. Three tables, three figures, and an index are included. (LMI)

ED 394 170 EA 027 487

Myers, Kate, Ed.
School Improvement in Practice: Schools Make a Difference Project.
PUB DATE- 96
NOTE- 180p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Action Research; *Educational Improvement; Effective Schools Research; Foreign Countries; Local Government; Program Effectiveness; Program Evaluation; *Program Implementation; *School Effectiveness; Secondary Education
IDENTIFIERS- *England (London)

When the Inner London Education Authority (ILEA) was disbanded in 1990, 13 separate education authorities were created in its place. Two years after its creation, in partnership with all of its secondary schools, one of the new LEAs initiated a school-improvement project to raise standards called Schools Make A Difference (SMAD). This book describes the project from the perspectives of the people involved and describes which strategies worked and which did not. SMAD was based on research from four fields--school effectiveness, school improvement, management of change, and action research. Findings of the research are discussed in the prologue. In chapter 1, Christine Whatford, the director of education in the borough, explains the strategic, resourcing, supporting, and monitoring roles that LEAs play. In chapter 2, Joan Farrelly, the deputy director at the time SMAD was created, describes how the idea of a school-improvement project became a reality. Kate Myers, in the third chapter, relates what happened during the project from the project manager's perspective. The two following chapters are accounts from participating schools, Burlington Danes and St. Mark's. In chapter 4, David Lees, the deputy head at Burlington Danes, discusses his initial, less than indicators are described in the final section of this report. In the second section, the net impacts of these changes and forecasts of these variables are used to indicate the potential growth or decline in state and local revenue bases. In the final section, changes in state and local revenue structures are suggested that may capitalize on the changing economy. Data were derived primarily from the U.S. Department of Commerce, Bureau of Economic Analysis (BEA), and the Census Bureau. State and local governments will be faced with slower growing revenue sources, while public-service demand shifts toward the elderly. Without some fundamental changes to the major revenue instruments (income, sales, and property taxes), these trends will cause trouble for governments. However, preventing further erosion of these revenue bases and supporting expansion of the bases will put state and local governments on a higher revenue growth path without raising tax rates. State and local governments should also be encouraged to investigate further use of user fees and charges, as well as privatization of services. Appendices contain information about the Finance Project, available resources from the project's working-paper series, the BEA and Bureau of Census classifications of states, and an example of erosion of the U.S. income tax base. (Contains 48 references.) (LMI)

ED 394 188 EA 027 511

McGuire, Therese J.
Issues and Challenges in State and Local Finances.
PUB DATE- Nov 95
NOTE- 18p.; For related studies of systemic revenue generation issues for education and other children's services, see EA 027 510, EA 027 513, and EA 027 515.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Income; *Local Government; Property Taxes; Resource Allocation; School Funds; *School Support; *State Government; *State School District Relationship; Tax Effort

This paper outlines the major challenges to raising state and local funds for education and other children's services and suggests principles for guiding efforts to answer these problems. It focuses on issues of state and local tax-based strategies for financing education and other children's services, and also discusses general fiscal issues facing state-local governments. Two problem areas in the financing of state and local governments include: (1) the fiscal linkages between state and local governments (school-finance reform and local property-tax relief); and (2) the structural deficits facing state governments. Because state and local resources are constrained, there is a compelling argument for concentrating efforts to improve education on those districts most in need. Increased state involvement in the financing of local governments has implications for both local accountability and the equity and efficiency of the state and local revenue system. If state governments severely limit local government access to the property tax, they also implicitly sever the link between revenue-raising responsibility and spending authority at the local level, and they cause a change in the mix of state and local revenues. The two primary sources of revenue for state governments are individual income and general sales taxes. If the reliance on either or both of these two taxes is to be increased in order to finance property-tax relief, the spending patterns of the previous two decades. Three figures and 16 tables are included. Information on the Finance Project and its available resources is included. (LMI)

ED 394 207 EA 027 531

Allen, Jeanne; Dale, Angela
The School Reform Handbook. How To Improve Your Schools.
PUB DATE- 95
NOTE- 159p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Advocacy; Conservatism; Educational Change; Elementary Secondary Education; Mass Media Use; *Parent Influence; Parent Participation; *Politics of Education; Public Relations; *Public Schools; *School Choice; *School Restructuring; Unions

America's public schools face a demanding call for reform. This guidebook argues that public schools are failing and that the "education establishment" has a vested interest in maintaining the status quo. The book provides guidelines for parents and citizens for making community-based changes or state reform of education. Section 1, "What Is School Reform?" provides an overview of school reform, models for school reform, and the myths and realities of governance, arguing that the education system is a bureaucratic industry. Three chapters in part 2, "Who's in Charge: The Education Establishment," describe the organizations that represent different aspects of the schools and what concerned citizens can do to work inside or outside of unions, school districts, the state government, and the federal government. Strategies practiced by the education establishment to discredit education reformers are described in chapter 9. Six chapters in part 3, "Working for Reform," present techniques for getting informed, building coalitions, publicizing the reform effort, growing the organization, approaching officials, and creating a media-relations plan. Appendices contain selected national education statistics, a list of resource organizations, a glossary, and lists of suggested readings and resources. (LMI)

ED 394 208 EA 027 532

Hudgins, H. C., Jr.; Vacca, Richard C.
Law and Education. Contemporary Issues and Court Decisions. Fourth Edition. Contemporary Legal Education Series.
PUB DATE- 95
NOTE- 639p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Freedom; Boards of Education; Collective Bargaining; *Court Litigation; Educational Finance; Elementary Secondary Education; *Employment Problems; Freedom of Speech; Legal Problems; *Legal Responsibility; Personnel Policy; *Public Education; *School Law; Special Needs Students; State Church Separation; *Student Rights; Teacher Evaluation

This book presents a comprehensive update on the current state of United States law as it affects public education. Part 1, which covers law and education, contains two chapters that explain

Special Education Issues: Follow-Up.
PUB DATE- May 95
NOTE- 20p.; For the original report, see ED 393 258.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Compliance (Legal); *Disabilities; *Educational Finance; *Educational Policy; Elementary Secondary Education; *Inclusive Schools; Regular and Special Education Relationship; Resource Allocation; School Districts; *Special Education
IDENTIFIERS- *Ohio

This report is a compilation of responses to 11 questions from the Ohio Legislative Committee of Education Oversight concerning issues of special education funding and inclusion. Five questions on finance issues address: which special education funding mechanisms ensure that school districts are responsible for a portion of special education costs; possible changes to the state special education funding mechanism to provide for catastrophic cases of extraordinary expense; recommended funding mechanisms; whether taxes raised by county Boards of Mental Retardation and Developmental Disabilities are used to provide special education; and trends in the number of children in special education as related to the total student population. Two questions on inclusion issues consider whether Ohio does more than required by federal law in special education, particularly in terms of inclusion, and the effects of inclusion on nondisabled children. Four questions address other issues, including: which children with disabilities are excused from the proficiency test; whether certain kinds of districts serve a larger concentration of special education students than others; whether any large city school districts are implementing the four new service delivery models; and how the legislature can ensure that the identification of disabilities is consistent across school districts. (DB)

ED 394 228 EC 304 748

Ayres, Virginia Mount, Comp.; Kupper, Lisa, Comp.
Educating Students with Learning Disabilities. NICHCY Inclusion Bibliography 12.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Mar 96
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Classroom Techniques; Elementary Secondary Education; *Inclusive Schools; *Learning Disabilities; *Teaching Methods; Videotape Recordings

This annotated bibliography lists print and nonprint resources on educating students with learning disabilities, with special emphasis on inclusive settings. Information provided for the 41 print resources includes bibliographic data, an abstract, and source--usually ERIC (Educational Resources Information Center) or commercial publishers. Specific materials available from the Learning Disabilities Association of America and the National Center for Learning Disabilities are also listed. Five journals and 10 video programs on learning disabilities are also listed. A list of publishers' addresses completes the bibliography. (DB)

ED 394 229 EC 304 749

IDENTIFIERS- *Canada

This study examines issues concerning inclusion in Canadian postsecondary education, especially educational programming and practices that enable adults with intellectual disabilities to participate and learn in regular classes in community colleges or vocational training colleges. The book first frames education as a human right and then explores the legal and policy context for inclusive postsecondary education in the Canadian provinces. Chapters examine the practice of inclusion, the systems of supports for instructors and students, and the means of overcoming key obstacles in the promotion of inclusive postsecondary education for people with intellectual disabilities. Based on a survey of 40 community college educators and interviews with 35 educators and parents, the book contends that instructors and college administrators are more likely to promote inclusion in the presence of: support networks for teachers; inservice instruction by community agencies; disability awareness workshops; professional development sessions; story sharing among teachers and families; and team approaches to individualized programming and accommodation. Barriers to inclusion are identified, including student loan penalties for students with disabilities who take a reduced course load, and certification and accreditation requirements. The implications of Canadian federal budget cuts to postsecondary education are examined. Appendices contain notes about the study's methodology and statistical tables of study results. (Contains approximately 100 references.) (DB)

ED 394 248 EC 304 768

Vandercook, Terri; York-Barr, Jennifer
Feature Issue on Inclusion and School Restructuring.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.; Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 96
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Change Strategies; *Disabilities; Educational Change; Elementary Secondary Education; Equal Education; Heterogeneous Grouping; *Inclusive Schools; *Program Development; Program Effectiveness; School Restructuring; Student Leadership; Teacher Effectiveness
IDENTIFIERS- Teacher Collaboration

This feature issue on inclusion and school restructuring for students with and without disabilities contains the following articles: (1) "The 7 Habits for Educators" (Terri Vandercook); (2) "The Evolution of Inclusive Education" (Jennifer York-Barr and Terri Vandercook); (3) "Creating Inclusive Schools: What Does the Research Say?" (Margaret J. McLaughlin et al.); (4) "Overcoming Barriers to Creating Inclusive Schools" (Virginia Roach); (5) "Cooperative Teaching: A Strategy for Successful Inclusion" (Jeanne Bauwens and Jack J. Hourcade); (6) "Facilitating Learning in Heterogeneous Classrooms" (Mary A. Falvey and Christine C. Givner); (7) "One School's Journey to Full Inclusion" (Richard Schattman and Linda Pearo); (8) "Building an Inclusive High School Community" (John Emerson and

LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Curriculum; Elementary Secondary Education; Foreign Countries; *Inclusive Schools; Mainstreaming; *Mental Retardation; *Parent Attitudes; *Social Integration; Social Isolation; *Special Classes; *Student Placement; Well Being
IDENTIFIERS- Ontario

This study explored experiences of 10 Ontario parents of adolescents with mental retardation concerning integrated versus contained elementary and secondary school placements, especially attitudes about curriculum, social acceptance, support services, educators, and advocacy. All students were currently in a contained placement but had experience in both integrated and contained settings. Data gathered included a profile sheet, a questionnaire, a review of the Ontario Student Record, and a home interview. Results indicated that most parents were dissatisfied with integrated educational placements primarily because they perceived their children to be lonely and socially isolated. Parents also identified concerns with the mainstream curriculum. Conversely, parents tended to express satisfaction with contained educational placements as they perceived their children to be happy, have friends, and be engaged in meaningful appropriate curriculum. Parents perceived administrators and teachers to be accepting of their children in both integrated and contained settings. Funding and support services for mainstream placement were considered inadequate. Most parents were not given choices regarding educational placement at the secondary level. Results support the need to continue to offer a range of placement options. Appendices contain forms used in the study, the questionnaire, and a table showing enrollment and level of integration by exceptionality. (Contains approximately 65 references.) (DB)

ED 394 266 EC 304 786

Thomas, Carol Chase; And Others
Interactive Teaming: Consultation and Collaboration in Special Programs. Second Edition.
PUB DATE- 95
NOTE- 418p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Consultation Programs; Cultural Differences; *Disabilities; *Educational Methods; *Educational Principles; Elementary Secondary Education; Infants; Mild Disabilities; Preschool Education; Regular and Special Education Relationship; Severe Disabilities; Special Education; Staff Role; *Teacher Collaboration; *Teaching Models; Team Teaching; Teamwork; Toddlers

This book on the educaiton of students with disabilities is organized around an interactive teaming model based on the concepts of consultation and collaboration, and includes key elements of total quality efforts, child and adult learning theories, and recognition of the importance of sensitivity to cultural differences. Part 1 provides a foundation and overview of the contextual framework, an outline of the teaming model, comparisons with existing models, historical foundations, and teacher training project. Essays include: "Investigating Children's Discourse in the Primary Classroom: The Linguistic Demands of Classroom Tasks" (Nanette Godfrey, Silvia Skinner); "Story as Vehicle: The Making of a Kit" (Edie Garvie); "The Assessment of Bilingual Children" (Ann Robson); "Towards Equality in the Classroom" (Farzana Turner, Ola Francombe); "Towards Bilingualism in the Primary School: Supporting New Arrivals as They Acquire English--A Scottish Perspective" (Ann Hindle); "The Welsh Perspective on Working with Bilingual Children in the Primary School" (William H. Raybould); "Issues in the Language Education of Bilingual Children: Summary of the Open Forum for Participants' Contributions" (Mahendra K. Verma, Karen P. Corrigan, Sally Firth); "Promoting Young ESL Children's Written Language Development" (Lindy Bates); "Old Sounds and New Sounds: Bilinguals Learning ESL" (Mahendra K. Verma, Sally Firth); "Bilingual Children and their Assessment Through Mother Tongue" (Jean Mills); "Oracy Issues in ESL Teaching in Key Stage 2: Using the Language Master as a Bridge between Non-Standard and Standard English" (Mary Rose Peate); and "The Bilingual Child--Learning and Teaching in Multicultural Contexts: Summary of the Open Forum for Participants' Contributions" (Mahendra K. Verma, Sally Firth). (MSE)

ED 394 286 FL 023 679

Thurstun, Jennifer
Teaching the Vocabulary of Academic English via Concordances.
PUB DATE- Mar 96
NOTE- 7p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (30th, Chicago, IL, March 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Computer Assisted Instruction; Computer Software; *English (Second Language); *English for Academic Purposes; Foreign Countries; *Indexes; *Instructional Materials; Native Language Instruction; Second Language Instruction; *Vocabulary Development; *Writing Instruction

A project using a computerized concordancing program in combination with a computerized corpus of academic texts to teach academic English is described. It is intended for native speakers and learners of English, and focuses on frequently-used words common to all academic fields. The vocabulary was selected from an academic word list, and consisted of about 250 items used for various functions of academic writing: stating topic; referring to the literature; expressing opinions tentatively; explaining processes used; reporting research of others; linking ideas correctly; and drawing conclusions. The concordancing program was then used to determine frequency of the terms' use. Resulting lists present students with multiple examples of academic vocabulary items in context. Questions concerning word use accompany the lists. Initial student response to the materials indicates that because the mode of presentation is new, some guidelines for use are needed; students should be instructed to: (1) look at the words surrounding the key term, thinking of meaning; (2) familiarize themselves with patterns of language surrounding the term to answer the questions; (3) practice key terms without referring to the concordance; and (4) create their own writing using the

Education; *National Programs; Occupational Mobility; Outreach Programs; Seasonal Laborers; Special Needs Students; Student Mobility; *Transient Children; Undocumented Immigrants

This report discusses demographic characteristics of migrant students in the United States, their educational needs, the features of federally-funded programs under the Migrant Education Program (MEP) legislation reform, and suggestions for enhancing current migrant student performance. The MEP was established in 1966 and reauthorized in 1994. It provides educational services for migrant students and facilitates interstate coordination of these services. Demographics outlined include geographical distribution by state, age, and language of the program participants. Educational needs reviewed include factors of mobility, work and family responsibilities, poverty, and language and culture. The 1994 reauthorization mandated reforms that focused limited federal funds on the neediest students with the highest risk of academic failure. Strategies for improving migrant student performance include classroom buddies, parent outreach, attention to warning signs, extracurricular activities, and effective schooling. Information is included on the three program coordination centers operated under the Office of Migrant Education; these centers were scheduled to be replaced by 15 comprehensive regional assistance centers in 1995. (Contains 22 references.) (NAV)

ED 394 306 FL 023 702

Berman, Paul; And Others
School Reform and Student Diversity. Case Studies of Exemplary Practices for LEP Students.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Aug 95
NOTE- 204p.; Produced in collaboration with the Institute for Policy Analysis and Research. A glossary and list of references for this document are available on the Internet at: http://www.ncbe.gwu.edu
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Educational Assessment; *Effective Schools Research; English (Second Language); Instructional Effectiveness; *Limited English Speaking; Program Effectiveness; *School Effectiveness; *School Restructuring; *Second Language Learning; Special Needs Students; Student Development
IDENTIFIERS- California; Illinois; Massachusetts; Texas

This report describes eight exemplary schools serving minority students with Limited English Proficiency (LEP) in Texas, California, Illinois, and Massachusetts. Schools were chosen by nomination. The report is divided into 10 chapters. Chapter 1 provides an introduction to the report, and provides background information on how the eight schools were chosen. Chapters 2 through 9 each present a case study of one of the schools. Each chapter begins with a brief description of the school and community context, along with demographic information. The next section in each chapter portrays a scene from one or more exemplary learning environments illustrated by a diagram--the physical layouts of the classroom or setting followed by a detailed narrative description of the learning environment. Another section of each chapter pinpoints the curricular or instructional features characteristic of the learning

Patterns; *Writing (Composition)

A study of essays on a single topic (capital punishment) written by 22 American high school students and 30 second-year Japanese college students investigated: cultural differences in organizational patterns in argumentative essays; comparative use of rational and affective appeals; differences in content of rational and affective appeals; characteristic types of rhetorical devices used; and specific cultural features of the compositions. Analyses and writing excerpts are presented here. Results indicate that in organizational pattern, a difference was found in the organizational unit termed "reservation," which gives Japanese rhetoric an impression of circularity. American students used more rational appeals and Japanese students used more affective appeals. Typical American argumentative strategies were logical, and Japanese strategies were more emotional. Americans preferred emphatic devices (e.g., "should, I believe") while the Japanese preferred softening devices and hedges (e.g., "I think, maybe") and emotional words (e.g., "Sad, Sorrow"). Distinctive differences were also found in preferred cultural tokens; Americans often referred to "Counseling, Biblical teaching, taxpayer's standpoint") while the Japanese touched on the victim's and family's needs ("empathy"). The study's results suggest further areas for research. Contains 16 references. (MSE)

ED 394 325 FL 023 731

Cullen, Thomas
Schemata and Second Language Acquisition.
PUB DATE- Mar 96
NOTE- 25p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (30th, Chicago, IL, March 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Gains; Cognitive Processes; *English (Second Language); Foreign Countries; Higher Education; *Metacognition; Notional Functional Syllabi; *Schemata (Cognition); Second Language Instruction; Second Language Learning; *Second Languages
IDENTIFIERS- *Schema Theory

A study applying schema theory to the teaching and learning of second language linguistic structures is reported. Subjects were students in the English language program of an Austrian university's school of business administration. The experimental groups received 8 hours of instruction in the schematic attributes of learning processes and then taught lessons from the regular notional-functional syllabus. The control groups were taught only the syllabus. All groups were compared on their performance on a multiple-choice test. Results indicate that the experimental groups had significantly greater achievement gains on the target linguistic structures. It is concluded that schema training facilitates acquisition of both grammar and vocabulary and also inhibits language loss over time, perhaps by structuring information for better retention and recall. The results also suggest further directions for research in this area. Contains 47 references. (MSE)

ED 394 326 FL 023 733

Ohta, Amy Snyder

Nero, Shondel J.
ESL or ESD? Teaching English to Caribbean English Speakers.
PUB DATE- 30 Mar 96
NOTE- 16p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (30th, Chicago, IL, March 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Creoles; *Cross Cultural Training; Educational Needs; Educational Strategies; *English (Second Language); Foreign Countries; Immigrants; Language Teachers; *Regional Dialects; Second Language Instruction; *Standard Spoken Usage; Teacher Qualifications
IDENTIFIERS- *Caribbean Islanders

The language of English-speaking Caribbean immigrant students in the United States is examined, and it is argued that conventional English-as-a-Second-Language classes and curricula do not address the linguistic needs of these students. Background information on the evolution and sociocultural patterns of English-based vernaculars, or Creoles, of the Caribbean population is offered, and the controversy over their status as dialects or languages is discussed, drawing on the relevant research literature. Literature on the teaching of English to English-based Creole speakers is also examined, and a three-dimensional approach is suggested: (1) immersion in standard English in classes with native English-speakers, to acknowledge and foster growth of already-developed receptive skills; (2) teacher training in the real grammatical differences between standard English and Creole, perhaps using ESL approaches of contrastive and error analysis; and (3) teacher training to explain underlying differences in meaning where superficial similarities in lexicon, syntax, and discourse features exist between standard English and Creole. Some of these basic differences are outlined here. Contains 18 references. (MSE)

ED 394 346 FL 023 767

Bulatetska, Ludmila
Linguistic Means of Expressing Distance between Interlocutors in Ukrainian.
PUB DATE- 96
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Discourse Analysis; Foreign Countries; *Interpersonal Communication; Language Attitudes; Language Research; *Language Usage; Pragmatics; Social Behavior; *Sociocultural Patterns; Speech Acts; Speech Communication; Standard Spoken Usage; *Ukrainian; Uncommonly Taught Languages
IDENTIFIERS- *Diminutives; Politeness; *Social Distance

Characteristics and patterns of Ukrainian language usage expressing social distance are analyzed, with examples given from current usage and, to a lesser extent, perspectives drawn from historical usage. It is concluded that Ukrainian has a rich morphological paradigm to express distance, primarily through diminutive morphology, which can transform noun gender, and the related interaction of morphology and pragmatics. In

C. Ryan). Most articles contain references. (JB)

ED 394 366 HE 028 939

Zemsky, Robert, Ed.
Double Agent.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- Feb 96
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Accountability; Change Strategies; *College Faculty; *College Role; Curriculum Design; *Departments; *Educational Change; Higher Education; Intellectual Disciplines; Scholarship; *Social Change; Teacher Effectiveness; Teamwork; Traditional Schools

This article grew out of a roundtable of national leaders in higher education which explored the role of the academic department in serving as both a force for institutional change and a link to the scholarly world of disciplinary knowledge and practice. The essay argues that the principal threat to the academy is its own fragmentation, with faculty becoming detached from their institutions. With this fracturing of the academic community has come increased individualization and privatization of academic work. In contrast, the essay reports results of interviews with individual faculty and department chairs concerning attributes of effective academic departments such as a supportive culture, frequent interaction among department members, toleration of differences, and generational equity. A definition of an effective department is offered stressing the department as a team of scholars whose primary responsibility is teaching and learning. Renewal of undergraduate education is seen as depending on institutions and departments making such changes as: (1) fostering a greater commitment to teamwork; (2) making effective teaching a subject of collective dialogue and inquiry; (3) making a greater commitment to quality control; and (4) ensuring the presence of a strong and decisive department chair. Brief checklists for change are addressed to: presidents, provosts, and deans; department chairs; and individual faculty. (DB)

ED 394 367 HE 028 993

Ayers, George E., Ed.; Ray, David B., Ed.
Service Learning: Listening to Different Voices.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 96
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Advocacy; Black Colleges; *College Role; Colleges; *Community Services; *Curriculum Development; Educational Attitudes; Educational Policy; Higher Education; Partnerships in Education; Program Descriptions; *School Community Relationship; *Service Learning; *Student Participation; Student Responsibility; Universities
IDENTIFIERS- *Community Service; Johnson C Smith University NC; Providence College RI; Rutgers the State University NJ; Stillman College AL

This report presents the perspectives of three educators from historically black colleges and universities on the advancement

IDENTIFIERS- *Break Even Analysis; *Warner Southern College FL

This paper applies the management science tool of break-even analysis to determine the costs of implementing an off-campus bachelor degree completion program at a four-year private liberal arts college. The first section describes break-even analysis which, in this application, is calculated by dividing the total annual cost for a cohort of students by the annual tuition paid by one student and then applied to decisions concerning off-campus location program expansions or terminations. The next section describes the particular organizational setting for this application which is Warner Southern College (Florida), a small four-year private liberal arts college, and specifically, the college's School of Adult and Continuing Education's major in Organizational Management. The third section applies break-even analysis to the program which involved developing a spreadsheet to assist in determining the break-even point for each location. As a result of the study an administrative decision was made to continue offering the program at all seven locations. (DB)

ED 394 388 HE 029 079

Chronister, Jay L.; Baldwin, Roger G.
Retirement Plans of Instructional Faculty and Staff.
PUB DATE- Mar 96
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- *Aging in Academia; *College Faculty; Full Time Faculty; Higher Education; Intellectual Disciplines; Minority Groups; National Surveys; Older Adults; Part Time Faculty; Planning; Private Colleges; Public Colleges; *Retirement; *Sex Differences; Trend Analysis; Women Faculty
IDENTIFIERS- *National Study of Postsecondary Faculty

This analysis of the retirement plans of college and university faculty and staff used data from the 1993 National Study of Postsecondary Faculty. It first determined the proportion of faculty who are age 55 or older by institutional type, discipline, gender, and minority/nonminority status and then analyzed their retirement plans using the same variables. The study found that 26 percent of the full-time faculty and 21 percent of the part-time faculty were 55 or over and that the fields with the largest proportions of older faculty were engineering, humanities, education, and agriculture/home economics. However, a relatively small proportion of faculty (about 7 percent) indicated they were very likely to retire within 3 years though the vast majority plan to retire before age 70. Female faculty and faculty in public institutions of higher education generally planned to retire somewhat earlier than male faculty and faculty in private institutions. Overall job satisfaction did not appear to be related to retirement plans though faculty planning to retire within 3 years were more likely to express job dissatisfaction. The data suggest that a large segment of faculty may be receptive to early retirement incentives and concludes that faculty retirement patterns are unlikely to change dramatically in spite of the abolition of mandatory retirement. Findings are detailed in narrative and figures. (DB)

ED 394 389 HE 029 080

Peterson's Guide to Colleges for Careers in Business.

IDENTIFIERS- *Funding Formulas

This article reviews the development of state funding formulas or guidelines for public higher education. Originally viewed as a means to distribute public funds in a rational and equitable manner, they now are complicated methodologies. Funding formulas are all-inclusive or itemized; most states use the itemized approach. There are three different computation methods for the itemized approach, all of which use variations of certain base factors such as head count, number of positions, area, full-time equivalent students (FTES), and credit hours. Formulas may differ among academic discipline, levels of enrollment, grades, and institution type. Functional areas where funding is used include research, instruction, public service, academic support, student services, institutional support, scholarships and fellowships, and plant operations. In 1996, 30 states reported using funding formulas for four-year institutions, although many are now eliminating formulas in favor of productivity and accountability methods to determine resource allocation since formula funding is as unable to recognize the range of objective and subjective differences among institutions. Although funding formulas do provide an objective allocation mechanism, they do not anticipate changes in the missions of institutions or changes in technology. Determining funding for higher education will continue to be part of a political process that involves compromise to preserve and improve quality of education while accommodating the changing condition of education. (Contains 21 references.) (NAV)

ED 394 405 HE 029 099

Russell, Alene Bycer
Advances in Statewide Higher Education Data Systems.
PUB DATE- Oct 95
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Agency Cooperation; *Confidentiality; Database Design; Database Management Systems; *Data Collection; *Higher Education; *Information Management; Information Sources; *Institutional Cooperation; National Surveys; Recordkeeping; Research Tools; State School District Relationship; *Statewide Planning

This report offers comprehensive information about the current capabilities of statewide higher education student data systems including the scope of these systems, what information is collected, and how information is used. The report provides analysis of student tracking systems and data sharing across agencies. It addresses protection of the confidentiality of student records and how current and future technological advances affect higher education data systems. Information was gathered from a 1995 survey of members of the Higher Education Executive Officers Association. Findings indicated that comprehensive statewide databases were found in 32 states, non-comprehensive databases were found in 5 states, and 9 states had no multi-institutional databases in existence. Data collected usually focused on enrollment and completion information; student course data was also commonly collected. Respondents expressed some concerns about confidentiality, but generally saw the benefits of statewide information sources as overcoming confidentiality concerns. Statewide database systems strategies of elaboration and critical thinking. Findings support the hypothesis that a learning atmosphere that encourages cooperation with less emphasis on grades creates a higher level of student engagement in learning. (Contains 33 references.) (NAV)

ED 394 422 HE 029 116

Putnam, Mark L.

The Role of Formal and Informal Sources of Information in Trustee Decision Making at Small Private Colleges Struggling for Survival.

PUB DATE- Apr 96

NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-13, 1996).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Decision Making; Financial Exigency; Financial Problems; Higher Education; *Information Sources; *Institutional Survival; *Private Colleges; *School Closing; *Trustees

This paper examines the role of formal and informal sources of information in a higher education governing board's decision to close its doors, merge with another institution, or continue to struggle for independent survival. Answers to the deciding questions were found in the shared experiences of governing board members as they confronted obstacles and formulated a final decision. This study was grounded in a multiple case study analysis of three small, private colleges facing similar decisions in which one closed (Jesson College), one merged (Hendrickson College), and one continued to struggle for independence (Quinn College). In the first phase of the study, research focused on document analysis, including minutes of governing bodies, admission and enrollment reports, and college catalogues. In the second phase, in-depth qualitative interviews were conducted with three to four trustees from each institution. The third phase involved obtaining an aggregate view of board members' access to information about the college, preferences for formal and informal sources of information, and the manner in which this information was utilized. Overall conclusions were based on a synthesis of the insight gained from the qualitative research with the results of the quantitative analysis. Findings indicate that boards gather information through both formal and informal channels that greatly impact their decision-making process. It was noted that formal sources do become more important as the crisis situation develops. (Contains 28 references.) (NAV)

ED 394 423 HE 029 117

Velasquez, Patrick M.

The Integration and Persistence of Chicano Students in Higher Education: Student and Institutional Characteristics.

PUB DATE- 8 Apr 96

NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-13, 1996).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- *Career Exploration; *Career Planning; Equal Education; Females; Information Sources; Intermediate Grades; Junior High Schools; Learning Activities; Middle Schools; Nonprofit Organizations; *Nontraditional Occupations; Resource Materials; Science Careers; *Self Evaluation (Individuals); Sex Fairness; *Sex Stereotypes; *Womens Education
IDENTIFIERS- Mathematics Careers

This document contains learning activities to help middle school girls begin the career planning process and resist gender-role stereotyping. The activities are designed for individuals and/or groups of girls either in classroom settings or in organizations such as Girl Scouts and 4-H Clubs. A total of 30 activities are organized into 4 sections as follows: 8 activities to help girls discover and recognize their interests, skills, and values; 8 activities examining how certain talents and interests might eventually lead to certain careers, how gender-role stereotyping may influence the career planning process, and how stereotyping may be resisted; 10 career exploration activities emphasizing the wide variety of careers requiring some knowledge of science and math; and 4 activities explaining how to obtain information needed to set personal career goals by interviewing family and friends, individuals in actual workplaces, and/or mentors and by touring workplaces. Purpose, time, materials needed, and procedure for each activity are described. Concluding the document are the following: answers to one of the exercises; lists of handouts and readings included in the document; and lists of publishers of 4 magazines for girls, 11 publications about gender equity and career planning, 20 organizations providing career-related information, and 13 organizations for women/girls. (MN)

ED 393 974 CE 071 264

Hones, Donald F.
Adult Learning, Generativity and "Successful" Aging in Multicultural Perspective: A Hmong American Educational Biography.
PUB DATE- 8 Apr 96
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); Adult Education; *Adult Learning; *Aging (Individuals); Attitude Change; Biographies; Case Studies; Cultural Differences; *English (Second Language); *Hmong People; Learning Theories; Life Events; *Refugees; Role of Education
IDENTIFIERS- *Generativity

This document examines the themes of adult learning, generativity, and successful aging against the backdrop of the biography of a Hmong refugee who immigrated to the United States in 1988 at the age of 35, began studying English as a second language (ESL), and continues to study ESL in adult education classes while six of his seven children attend public schools. First, the man's experiences as a child in a French missionary school, teenager in the Laotian army, resident of a refugee camp for 13 years, and immigrant in the United States are described. Next, the following paradoxes in his life are discussed along with the difficulties that they pose in formulating a theory of life span learning: (1) a strong culturally based desire for independence coupled with a continuing dependence on outside means for economic survival;

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Adult Literacy; *Cross Cultural Training; Cultural Awareness; *Literacy Education; Multicultural Education; *Service Learning; Tutoring; *Tutors
IDENTIFIERS- *Critical Pedagogy

The general focus of a course on adult literacy and community service at a large state university was to increase students' understanding of adult literacy as a societal issue and to support their involvement as tutors in local adult literacy programs. To understand what students learned from their experience in the course, the instructors began collecting and analyzing various source material. They also began developing case studies of individual tutors and their learning experiences. As the instructors analyzed the accounts of the tutors, they became interested in how the service learning experience provided opportunities for the tutors to adopt a more critical perspective on common assumptions about adult literacy students, dominant tutoring practices, and the structures of schooling. They reviewed tutors' case profiles and original source material to see if they could identify forms of resistance to dominant practices or beliefs. In more recent work associated with critical postmodernism and educational theory, they found the concepts of border and border crossing. They found that the metaphors of border crossing and borderlands could illuminate the service learning experience for students. These metaphors suggested how service learning helps students with the following: understanding their own culture in new ways, appreciating cultural differences, becoming more critically aware of social inequities and power relations, and envisioning a more democratic society. (Contains 12 references.) (YLB)

ED 393 993 CE 071 288

Hayes, Elisabeth; Hopkins, Jennifer
Gender and Literacy Learning: Implications for Research in Adult Literacy Education.
PUB DATE- Apr 96
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Learning; *Adult Literacy; *Context Effect; *Educational Research; Learning Theories; *Literacy Education; Literature Reviews; *Sex Differences; Sex Role; Sex Stereotypes; Writing Research

A study critically reviewed current literature on gender and literacy learning as a foundation for the development of theory and further research on gender issues in adult literacy learning. One of the most surprising findings was the real lack of serious attention to gender issues in recent scholarship on early literacy and reading education. The gender and writing research was categorized into three general approaches that paralleled the scheme developed by Solsken (1993). Much of the research on gender and writing was concerned with delineating differences in the writing of women and men. Such research was largely descriptive, and explanations for such differences were adopted rather uncritically from the psychological or sociolinguistic literature, suggesting universal gender-linked developmental patterns. Considerable attention had been given

ED 394 012 CE 071 342

Fleischman, Howard L.
Is It Working? Self-Help Guide for Evaluating Vocational and Adult Education Programs.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Sep 95
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Education; *Correctional Education; Data Analysis; Data Collection; *Evaluation Methods; Guidelines; *Limited English Speaking; Models; Outcomes of Education; Participant Characteristics; Program Evaluation; Program Implementation; Questionnaires; Records (Forms); Technical Writing; *Vocational Education

This guide, which was adapted from a 1987 evaluation guide for bilingual vocational training, is intended for directors, staff, and evaluators of local adult and vocational education programs. It presents an overall framework that program staff and evaluators can use to help establish the scope of their evaluations and meet their local evaluation needs. The guide consists of a brief introduction and seven sections devoted to the following topics: evaluation process and plans, evaluation framework program environment, program participants, program implementation, program outcomes, and presentation of findings. The materials presented in each section are intended to provide direction for planning relevant evaluations that meet the unique needs of local programs. A compendium of evaluation questions that may be used as a foundation for structuring a local evaluation is provided. Specific guidance for conducting the various data collection activities entailed in a comprehensive program evaluation is given. Appended are seven sample data collection forms (student intake form, program profile, student instructional status/attendance form, initial job placement information form, student and employer follow-up questionnaires, and job placement follow-up questionnaire) and guidelines for measuring the English language proficiency of limited-English-proficient adults. (MN)

ED 394 013 CE 071 343

Directory of Resources for Older Persons.
PUB DATE- Apr 96
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Education; *Federal Government; National Organizations; *Needs; *Older Adults; *Resources; *State Government

This directory was developed to provide information that will help foster a closer collaboration among individuals and networks that serve elderly persons in the United States. The directory describes selected resources available in 7 federal agencies and 31 national and local organizations that deal with the special needs and interests of older persons. Services and information are provided in the following areas: literacy prospective employees' interview expenses, cultivate ties with schools, and provide employee assistance programs. (Appended are the following: a survey instrument; a list of companies surveyed; a list of major contributors to the report.) (MN)

ED 394 033 CE 071 381

Work and Family: Learning To Do the Job. Data from the National Longitudinal Surveys. Report 903.
PUB DATE- Mar 96
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Aptitude; Educational Attainment; *Education Work Relationship; Employment Patterns; *Employment Qualifications; *Entry Workers; Job Skills; *On the Job Training; *Organizational Development; Participation; *Skill Development; Young Adults
IDENTIFIERS- National Longitudinal Surveys

Data from the Youth79 cohort of the National Longitudinal Surveys were used to examine the acquisition of skills by young adults at the start of a job and as a response to changes in the workplace. The analysis was based primarily on a set of questions posed in 1993 to a group of workers between the ages of 28 and 36. It was discovered that approximately 37% of young workers were unable to perform their duties adequately at the start of their current job. Individuals who participated in learning activities at the start of their job typically spent 104 hours on such activities. Of every five young workers, approximately two needed to learn new job skills in response to changes (for example, the introduction of new equipment and/or repair procedures) in the workplace that had occurred during the year preceding their interview. Workers participating in training to acquire new skills in response to changes at the workplace generally spent 16 hours on those activities. In general, young workers with higher levels of educational attainment and higher aptitudes were most likely to spend time in learning activities in response to changes at the workplace. (MN)

ED 394 034 CE 071 386

Weeks, Christopher
The Dynamic Academy System for Larger High Schools: An Example Application.
PUB DATE- 96
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Education; *Career Academies; Curriculum; *Curriculum Development; High Schools; *Integrated Curriculum; Program Development; Program Implementation; *Vocational Education

This document presents the basics of the career academy, a method of integrating vocational with academic educational systems and of providing a contextually valid education. The first section outlines the problems that the academy systems attempt to address, the four major principles essential for the success of career academies, and the nine major defining components used by all career academies. The second section describes the dynamic academy system, a system in which students from the 7th syllabi and some, though less, overlap with GCE A-level economics. Overlap between the Advanced GNVQ in health and social care and GCE A-levels in sociology, human biology, and psychology was small, although there were high levels of overlap between a few units and these GCE A-levels. (YLB)

ED 394 052 CE 071 435

Armstrong, Paul
Engineering the Future: Monitoring the Pilot GNVQ in Engineering.
PUB DATE- May 96
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Certificates; Educational Research; Engineering; *Engineering Education; Foreign Countries; *Pilot Projects; Postsecondary Education; Standards; *Student Certification; Technical Education; Technical Institutes
IDENTIFIERS- *General National Vocational Qualif (England)

The General National Vocational Qualification (GNVQ) in engineering was piloted in about 100 centers and with over 3,000 students in British further education colleges during 1994-95. A small-scale project monitored the introduction of the GNVQ in engineering in eight colleges: three each in the north and south and two in the Midlands. Findings indicated that college staff welcomed the engineering GNVQ because it provided a broad-based engineering qualification, and they were convinced of the potential of the GNVQ to provide an alternative to existing vocational qualifications in engineering in the near future. Demand for places from applicants who were likely to succeed on the Advanced GNVQ program needed to be stimulated. Successful induction programs were those that provided opportunities for students to experience problem-centered learning strategies and were spread over the course. Early planning and preparation of vocational and core skill assignments, assessment, and curriculum delivery contributed to the success of the GNVQ program. Small teams delivering the GNVQ in engineering were able to meet frequently, communicate effectively, and deliver a comprehensive and integrated program. Employers still needed to have their awareness raised regarding the vocational relevance of the GNVQ in engineering. Recommendations were made regarding recruitment, induction, course structure, work relevance, course assessment, and program planning. (YLB)

ED 394 053 CE 071 437

Graham, Steve; Donaldson, Joe
Adults' Personal Development in College.
PUB DATE- Apr 96
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Development; *Adult Students; Comparative Analysis; Educational Experience; Educational Research; Higher Education; *Individual Development; *Self Concept; Student Participation; Undergraduate Study

The new American College Testing (ACT) College Outcomes Survey was used with a national sample of 9,348 undergraduate students to evaluate the effects of college on the personal and social

Sources; Middle Aged Adults; Middle Schools; Occupational Information; Older Adults; Testing; Two Year Colleges

This text is designed to help readers understand the skills, abilities, and knowledge needed by career counselors. Case studies and suggested activities are included. Part I focuses on career and life-style planning and the world of work. Chapter 1 analyzes the career counseling process and theoretical approaches. Chapter 2 introduces philosophical and conceptual ways of understanding work and career. Chapter 3 presents labor market trends and projections and describes systems of classifying occupations. Part II emphasizes career development theory and practices of individuals and groups across the life span. Chapters 4-12 look at these groups: students in grades K-5; middle school; high school; community college, college, and postsecondary students; early adulthood; middle adulthood; older adults; individuals with disabilities; and individuals from other ethnic and cultural groups. Part III covers career information. Chapter 13 explores career information resources. Chapter 14 looks at computer-assisted guidance systems and other applications of technology in career counseling. Chapter 15 presents an overview of testing and other assessment techniques. Part IV emphasizes current practices and future trends. Chapter 16 reviews developmental counseling strategies. Chapter 17 focuses on current trends and issues. Appendixes include selected lists of publishers of career literature and test publishers and career tests; a list of 463 references; and name and subject indexes. (YLB)

ED 394 071 CE 071 493

Walker, Thomas J.; And Others

Changing Schools from the Inside Out: Professional Development through Application of the SIAVE Self-Assessment.

PUB DATE- 2 Dec 95

NOTE- 28p.; Paper presented at the American Vocational Association Convention (Denver, CO, December 2, 1995).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- Academic Education; *Educational Improvement; *Evaluation Methods; *Inservice Teacher Education; *Integrated Curriculum; *Professional Development; Secondary Education; *Self Evaluation (Groups); Vocational Education

Although most efforts to improve schools through integration of academic and vocational education recognize the need for staff development, most staff development efforts fall short. The reasons these efforts often do not succeed include the following: teachers have little authority to make decisions about the improvement process; the programs do not take into account what motivates teachers to engage in staff development; and the programs fail to consider the process by which change in teachers typically takes place. An instrument that is designed to facilitate staff development and the integration of academic and vocational education is the SIAVE Self-Assessment (Status of the Integration of Academic and Vocational Education), developed at Temple University. The SIAVE was developed through identification of the essential elements of the integration of academic and vocational education, assessment of the degree to which schools had implemented the essential elements, and use of assessment data to nurture the integration of academic and vocational education efforts. The SIAVE focuses on in-school staff development in small clusters focused around a subject area. Teachers are to concentrate on

Bisexuality in Lesbian and Gay Psychology. Bisexuality challenges the notion of a static and easily defined sexual identity and may push the development of new models to explain how people come to choose their particular sexual identification. It is concluded that Lesbian and Gay Psychology needs to expand its mission to include bisexuality as well as other sexual minority identities. Contains 22 references. (JBJ)

ED 394 090 CG 026 907

Birk, Janice M.; Kim, Sue H.
Benefits and Challenges: Experiences of Rural Psychologists.
PUB DATE- 95
NOTE- 10p.; Paper presented at the Annual Convention of the American Psychological Association (103rd, New York, NY, August 11-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Counselor Attitudes; Counselor Characteristics; Mental Health Workers; Occupational Surveys; *Psychologists; Rural Areas; *Rural Environment

Although psychologists have played key roles in providing mental health services to rural populations for many years, only recently has the profession begun to devote more attention to the issues of psychologists who work in rural areas. Existing literature on rural mental health has focused primarily on unique problems of rural populations and the diagnosis and treatment of rural clients. The purpose of this study was to investigate the benefits and stressors of working in a rural setting (n=197). In addition, the study addressed how well psychologists' training prepared them for rural work and why they chose a career in rural mental health. Phone interviews with 17 psychologists were used to create the Rural Practice and Management Survey, an instrument reflective of the experiences of rural psychologists. Results indicated that rural mental health service providers were a fairly homogeneous group. They tended to be White males who were married, were trained in a clinical psychology program, and who were primarily employed in direct human services. The level of stress reported by this sample was in the low to low-moderate range. Overall, participants were very enthusiastic about the benefits of working in a rural mental health environment. Contains nine tables and three figures. (JBJ)

ED 394 091 CG 026 908

Lindsay, D. Stephen
Psychotherapy and Memories of Childhood Sexual Abuse.
PUB DATE- 14 Aug 95
NOTE- 31p.; Paper presented at the Annual Convention of the American Psychological Association (103rd, New York, NY, August 11-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Abuse; *Cognitive Processes; *Counseling Techniques; Counseling Theories; *Memory; Psychotherapy; *Recall (Psychology); Retention (Psychology); *Sexual Abuse; Speeches
IDENTIFIERS- *False Memories

PUB DATE- 95
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; *Achievement Need; At Risk Persons; Elementary Secondary Education; *High Risk Students; Learning Motivation; Locus of Control; Opinion Papers; *Self Motivation; Student Motivation

The goal of this paper is to articulate a theoretical basis for work with at-risk students and to provide a foundation for new methods for teachers who will be working with this population. The topic is narrowed to concerns related to academic achievement. There is overwhelming scientific evidence that external conditions are major antecedent settings for the at-risk condition. However, rather than focus on external factors, intrinsic factors that influence students' attribution toward learning in spite of context are examined. Learning approaches that strengthen academic self-efficacy, improve self-concept, and help students move toward a more internal locus of control provide a better platform for individuals to make lasting changes in their beliefs about learning. Moving responsibility back to students allows them to gain control over their learning and reinforces antecedents of personal agency. Learning requires a dynamic tension between conflicting ideas, yet in classrooms where the emphasis is entirely on objective meaning, students are not encouraged to relate their personal subjective understandings. Human agency and motivation, psychological constructs, cognitive theories, traditional origins of agency, and student centered leaders are examined. Contains 25 references. (JBJ)

ED 394 111 CG 026 944

Canaff, Audrey L.; Hutto, Melanie D.
Teacher as Counselor: Crisis Intervention Skills for the ABE Instructor.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 95
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Adult Counseling; Adult Education; Adult Students; *Classroom Communication; *Communication Skills; Counseling; Counseling Techniques; Counselor Teacher Cooperation; *Crisis Intervention; *Resource Materials; *Teacher Competencies; Teachers; Teacher Student Relationship

The Adult Basic Education (ABE) classroom is often viewed as a "safe haven" for participants. The teacher's actions, interest or lack of interest in participants and the degree of concern or caring expressed for the learners all make a difference in program retention. As a result of this bond between teacher and learners, ABE instructors find themselves being asked about a wide range of problems and crises that learners experience. The purpose of this monograph is to provide some guidance for teachers as to what to do and still be able to teach the other class members. It will teach instructors how to recognize ineffective communication, how to listen effectively and open channels of communication, and how to make a referral.

1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *College Students; Higher Education; Reading Research; *Reading Strategies; *Self Management; Student Surveys; *Study Habits; Study Skills; Test Wiseness; Undergraduate Students
IDENTIFIERS- *Self Regulation; Self Report Measures; Test Readiness

A study examined self-reported studying and quiz performance in a college course. Subjects, 22 female and 5 male students in an educational psychology class, were quizzed on 4 supplementary reading assignments across the semester. Quizzes were scored for three types of learning: definitions, recall of factual information, and transfer of information to educational situations. Immediately following each quiz, students were surveyed about their preparation for the quiz. Surveys were scored for the amount of studying, the level of reproductive or memory-oriented studying, and the level of productive or generative studying. Except for this survey, classroom procedures were kept as normal as possible. A replication study during a different semester and using four different reading assignments was also conducted. Results of both experiments indicated moderate correlations between self-reported studying and quiz performance. Survey results are generally inconsistent with models of self-regulation, as students were relatively stable in their studying despite relatively poor quiz performance. Findings suggest that situational variables, such as being too tired to study or having a test in another class, play a larger role than is accounted for in current models of academic studying. (Contains four tables of data and nine references.) (Author/CR)

ED 394 131 CS 012 427

Anderman, Eric M.; And Others
Classroom Influences on the Value of Reading.
PUB DATE- Apr 96
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Research; *Classroom Techniques; Elementary Education; Grade 3; Grade 5; Grade 6; Middle Schools; *Reading Achievement; *Reading Attitudes; *Reading Instruction; Reading Research; Sex Differences; *Student Attitudes; Student Evaluation; Teacher Attitudes
IDENTIFIERS- Hierarchical Linear Modeling

A study examined changes in students' valuing of reading during middle childhood and early adolescence. The study evaluated reading teachers' instructional practices as well as students' achievement motivation. Subjects were 254 male students and 276 female students: 140 in third grade; 142 in fifth grade; and 248 in sixth grade. The sample of 54 teachers included 43 female and 11 male, with a range of full time teaching experience from 1 to 41 years, in 1990. In examining reading teachers' instructional practices, results indicated that female teachers use supplemental materials in reading and writing instruction more than do male teachers; teachers of costs, improve document usefulness, and upgrade writing skills. The book explains how to: (1) organize a technical/business document; (2) select information relevant to prospective readers; (3) streamline writing requirements; (4) manage writing time more effectively; (5) write clearer, jargon-free sentences; and (6) use more efficient writing techniques. Chapters in the book cover: the main problems in researchers' technical/business writing; steps researchers can take; steps managers can take; results to expect; developing writing improvement programs for R & D organizations; outlook for trends in improving researchers' technical/business writing; and results of a worldwide survey of researchers and managers regarding writing problems. The book concludes with a questionnaire for managers and another questionnaire for researchers. (NKA)

ED 394 152 CS 509 217

Bohlken, Bob
Learning To Listen through Experiences: Developing Listening Competencies.
PUB DATE- 20 Nov 95
NOTE- 13p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavioral Objectives; Class Activities; Communication Skills; Curriculum Evaluation; Experiential Learning; Higher Education; *Interpersonal Communication; Interpersonal Competence; *Introductory Courses; *Listening; *Listening Skills; *Speech Communication; *Student Needs; Textbook Content; Undergraduate Students
IDENTIFIERS- *Listening Strategies

Intended for college-level instructors, this paper aims to establish behavioral objectives for listening or listening competencies and provide experiential learning to develop and assess those objectives and/or competencies. The paper begins with an overview which notes the lack of material on listening competencies in many college speech textbooks and the relegation of listening to the speech communication department. The paper then offers a list of 8 listening competencies for the student, including requiring the student: (1) to discriminate among a series of spoken words or numbers and immediately recall them for interpretation; (2) to demonstrate emphatic listening through questioning; (3) to demonstrate awareness of the listening process through writing, through selective perception, and message abstraction; (4) to demonstrate an awareness of the distinctions among facts, inferences, judgments, and between qualified and unqualified statements; and (5) to demonstrate an awareness of his/her interpersonal listening behavior. A number of specific exercises show how these skills may be developed and tested, among them: an exercise on word meaning discrimination, an exercise on listening to a message, a critical/comprehensive exercise, and an emphatic listing responses exercise. A four-item list of available standardized listening tests concludes the paper. (Each section contains references.) (TB)

ED 394 153 CS 509 230

enthusiastic reactions and occurrences that made him change his mind. Sue Gregory, the coordinator at the school, describes what the school attempted to do and what it succeeded in doing as part of the SMAD initiative. In chapter 5, Lesley Mortimer, the head of St. Mark's school, describes the value of the program despite the recent decision to close the school. In chapter 6, Keith Pocklington, the SMAD evaluator, discusses the project from the external perspective and identifies three areas in which intended developments were slow to come about. The final chapter is by Patrick Leeson, the acting chief inspector, who explains how the local authority has supported the schools following the formal end of the project. Four tables, four figures, and an index are included. References accompany each chapter. (LMI)

ED 394 171 EA 027 488

Turner, John D., Ed.
The State and the School: An International Perspective.
PUB DATE- 96
NOTE- 142p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accountability; British National Curriculum; Centralization; Elementary Secondary Education; Federal Regulation; Foreign Countries; *Government Role; *Government School Relationship; *Institutional Autonomy; Privatization
IDENTIFIERS- *United Kingdom

This book discusses the controversy over the extent to which a nation's government has the right to determine the nature of the educational system, and the limits on that right. In Great Britain, the government has established a series of Education Acts and a National Curriculum. The concepts of accountability and cost effectiveness are commonly used in discussions about education. Contributors to the book--from Africa, Asia, South America, Australia, and the United States--examine issues such as school effectiveness, government control of the curriculum, the nature of academic freedom, parental rights to information about schools and to involvement in them, and the private provision of education. Chapters include: (1) "The State and the Teacher in England and Wales" (Richard Pring); (2) "The State, Human Rights and Academic Freedom in Africa" (Thandike Mkandawire); (3) "Educational Contestability and the Role of the State" (Geoffrey Partington); (4) "Schooling and the State: A Review of Current Issues" (Beatrice Avalos-Bevan); (5) "Private Higher Education and External Control" (Joseph Stetar); (6) "The Management and Mismanagement of School Effectiveness" (Lynn Davies); and (7) "Failed Matrimony: Educational Projects and Their Host Institutions" (Fiona Leach). Three figures and an index are included. References accompany each chapter. (LMI)

ED 394 172 EA 027 489

Leithwood, Kenneth; And Others
Developing Expert Leadership for Future Schools.
PUB DATE- 94
NOTE- 331p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)

structures of the two taxes should be evaluated for possible changes that would make the taxes more equitable, efficient, and responsive to economic growth. Information about the Finance Project and its available publications is included. (Contains seven references.) (LMI)

ED 394 189 EA 027 512

Gardner, Sid
Reform Options for the Intergovernmental Funding System: Decategorization Policy Issues.
PUB DATE- Dec 95
NOTE- 36p.; For related studies of systemic revenue generation issues for education and other children's services, see EA 027 510-511, EA 027 513, and EA 027 515. Paper presented at the Roundtable on Financing Early Care and Education (June 22-24, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accountability; *Categorical Aid; Child Welfare; Economically Disadvantaged; Educational Finance; Educational Philosophy; Elementary Secondary Education; *Federal Aid; Federal Programs; *Politics of Education; *Resource Allocation; *Social Services; State Legislation

In the midst of the current concern for system reform and effective services there is renewed attention to the effects of categorical funding as the predominant method of allocating resources for children and their families. This paper presents a historical view of categorical funding for services to children and families. It explores the policy options currently under review and the cases made for and against these options--in particular, the option of decategorization with increased accountability. Many of the fundamental issues that decision makers at all levels must address are raised. It takes a general position in favor of forms of decategorization that stops short of a fully decategorized system. The paper emphasizes that decategorization is not a substitute for resources but a way for getting better effectiveness from existing sources, and warns against tying decategorization to reduced overall funding to meet the administration's deficit-reduction goals across domestic programs. Appendices contain proposals for state models of negotiated, accountable decategorization that rest on two goals: (1) increasing state and local accountability for decision making about services for children and families; and (2) supporting wider services integration as a means to more effective outcomes for children and families. Information on the Finance Project and available project resources are included. (Contains eight references.) (LMI)

ED 394 190 EA 027 513

McGuire, Therese J.; Rio, Jessica E.
Toward State Tax Reform: Lessons from State Tax Studies.
PUB DATE- Nov 95
NOTE- 35p.; For related studies of systemic revenue generation issues for education and other children's services, see EA 027 510-511, and EA 027 515.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Advisory Committees; *Blue Ribbon Commissions;

the sources of educational law and the tools of legal research. Part 2, which examines law pertaining to local boards of education, comprises four chapters that cover local school boards and boards of education, tort liability, collective negotiations, and educational finance. Law as it relates to professional staff is described in part 3, which includes two chapters on employment and job security and academic freedom. Five chapters in part 4 address legal issues pertaining to students: assignment and placement, control and punishment, expression, religion, and special education. The appendix contains a copy of the Constitution of the United States. A table of cases and an index are included. (LMI)

ED 394 209 EA 027 533

Goldstein, Stephen R.; And Others
Law and Public Education. Cases and Materials. Third Edition. Contemporary Legal Education Series.
PUB DATE- 95
NOTE- 1,549p.; For the 1974 edition, see ED 102 662.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Compliance (Legal); Constitutional Law; *Court Litigation; Educational History; Educational Legislation; Educational Opportunities; Elementary Secondary Education; *Equal Education; Federal Legislation; Freedom of Speech; Governance; Higher Education; *Legal Responsibility; Private Education; *Public Education; School Choice; Special Needs Students; State Church Separation; *Student Rights; *Teacher Rights

All three branches of American government--legislative, executive, and judicial--play a significant role in shaping the enterprise of American public education. This book, an update of the 1980 second edition, describes and analyzes changes in education and the dynamic impact of the law on education's authority. The book can serve as an advanced text in the areas of administrative and constitutional law. It also contains historical, pedagogical, economic, and other social-science literature. Three themes are addressed in the discussions: (1) the decision-making process and the proper allocation of power among those who compete for it; (2) the conflicts involved in a liberal, democratic society seeking to inculcate values in its young people; and (3) the tensions that exist between the values of national unity, secularism, and universalism, on one hand, and the desire to preserve pluralism, sectarianism, and parochial subgroup cultures and values, on the other. Seventeen chapters comprise 6 parts: the history, structure, and curriculum of American public education; students' rights and responsibilities; teachers' rights and responsibilities; equal educational opportunity; church-state relations; and torts. Questions for study and discussion accompany the case analyses. A table of cases is included. (LMI)

ED 394 210 EA 027 536

Rupp, Rebecca
Good Stuff. Learning Tools for All Ages.
PUB DATE- 93
NOTE- 386p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131)
DESCRIPTORS- Audiovisual Aids; Educational Games; *Educational

Jones, Julie K., Comp.; Kupper, Lisa, Comp.
Educating Students with Attention Deficit Hyperactivity Disorder. NICHCY Inclusion Bibliography 11.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Mar 96
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Attention Deficit Disorders; Classroom Techniques; Elementary Secondary Education; *Hyperactivity; *Inclusive Schools; *Teaching Methods; Videotape Recordings

This annotated bibliography lists print and nonprint resources on educating students with attention deficit hyperactivity disorder (ADHD), with special emphasis on inclusive settings. Information provided for the 26 print resources includes bibliographic data, an abstract, and a source which is usually the ERIC (Educational Resources Information Center) system or commercial publishers. Eleven video programs on ADHD are also briefly described. A list of publishers' addresses completes the bibliography. (DB)

ED 394 230 EC 304 750

Kupper, Lisa, Ed.
Educating Students with Emotional/Behavioral Disorders. NICHCY Inclusion Bibliography 10.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Mar 96
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Behavior Disorders; Classroom Techniques; Elementary Secondary Education; *Emotional Disturbances; *Inclusive Schools; *Teaching Methods; Videotape Recordings

This annotated bibliography lists print and nonprint resources on educating students with emotional and/or behavioral disorders, with special emphasis on inclusive settings. Information provided for the 37 print resources includes bibliographic data, an abstract, and a source which is usually the ERIC (Educational Resources Information Center) system or commercial publishers. Materials available from the Council for Exceptional Children's Mini-Library on Behavioral Disorders and six videotape recordings on students with emotional/behavioral disorders are also briefly described. A list of publishers' addresses completes the bibliography. (DB)

ED 394 231 EC 304 751

Kupper, Lisa, Ed.
Educating Students with Disabilities: Resources Addressing More than One Disability. NICHCY Inclusion Bibliography 9.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Mar 96
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Classroom Techniques; *Disabilities; Elementary

M. Lewis Putnam); (9) "Youth Leadership for Equity and Excellence in Schools" (Carol Tashie et al.); (10) "'Together We're Better': Statewide Systems Change" (Laura Meduetz and John Sauer); and (11) "Zero Exclusion: Keeping Students in School" (Martha L. Thurlow et al.). An annotated list of 11 books, manuals, reports, and training/curriculum materials completes the issue. (DB)

ED 394 249 EC 304 769

Pound, Pat
Selected Laws Passed by the 1995 Texas Legislature Affecting People with Disabilities.
PUB DATE- 24 Aug 95
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Accessibility (for Disabled); Agency Cooperation; *Disabilities; *Educational Policy; Elementary Secondary Education; Employment; Health Insurance; Health Services; Mental Health Programs; *State Legislation; Telecommunications; Transportation
IDENTIFIERS- *Texas

This brochure highlights 95 Texas laws that were passed in the 1995 legislative session and have particular impact on the 3.5 million Texans with disabilities. Major issues addressed in these laws include telecommunications, employment, health insurance and services, transportation, and education. Each bill listing includes a brief descriptive phrase and a reference to the bill's legislative number. Bills are listed under the following categories: access to information; access, rights, and protection; community services; education; employment and business; health-safety and prevention of disease; health insurance and services; mass transportation; Medicaid reform; mental health issues; service coordination; and residential facilities. (DB)

ED 394 250 EC 304 770

Dorny, Audrea; Cole, ChiKay
Bus Training Handbook.
PUB DATE- Apr 96
NOTE- 20p.; Paper presented at the Annual Convention of the Council for Exceptional Children (74th, Orlando, FL, April 1-5, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bus Transportation; *Community Based Instruction (Disabilities); *Daily Living Skills; Developmental Disabilities; *Disabilities; Individualized Programs; Personal Autonomy; Secondary Education; *Travel Training

This manual presents guidelines for teaching students with disabilities necessary skills for safe and independent travel on public buses. Six guidelines for teachers include: (1) participate in bus training; (2) use wise and intelligent judgment; (3) utilize the bus checklist; (4) know and teach bus rules; (5) know bus routes; and (6) know bus crisis information. Other materials include: a form for parental dimensions of the interactive team. Part 2 highlights barriers to effective team functioning and outlines facilitating factors that make the teaming model work, including understanding roles and perspectives of team members, enhancing communication skills, considering cultural and linguistic diversity, developing service coordination skills, empowering team members through professional development, and supporting family involvement. Part 3 features implementation of interactive teaming in programs for students from culturally and linguistically diverse backgrounds, infants and preschoolers with disabilities, students with mild disabilities, and students with severe disabilities. (Individual chapters contain references.) (DB)

ED 394 267 EC 304 787

Lombardi, Thomas P.; And Others
Expanding and Enriching a Teacher Training Program To Better Meet Special Education Needs: A Strand Approach.
PUB DATE- Apr 96
NOTE- 24p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (74th, Orlando, FL, April 1-5, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; Higher Education; *Inclusive Schools; *Integrated Curriculum; Outcomes of Education; *Preservice Teacher Education; Professional Development Schools; Program Development; *Regular and Special Education Relationship; Special Education; *Teacher Education Curriculum; Teacher Education Programs
IDENTIFIERS- *West Virginia University

This paper describes how a restructured and redesigned teacher training program at West Virginia University utilizes a strand approach to integrate special education learning outcomes into the 15 core courses required of all student teachers. Key elements of the new teacher training program include: a clear set of research-based program goals; closer collaboration with public schools; a 5-year dual degree program leading to a Bachelor's degree in a teaching discipline as well as a Master's degree in education; continuous interactive experiences with school children using the professional development schools model; and incorporation of multiculturalism, technology, and special education into pedagogy courses. Program content involves three integrated parts. They are the pedagogy component, liberal studies component, and the teaching discipline component. A matrix illustrates 10 major learning outcomes and competencies in the special education strand. It shows how these are integrated into the 15 core courses, and the degree of instruction (introductory, major coverage, or application) for each outcome. Suggestions for incorporating these special education outcomes into sample core courses are also provided. (Contains 20 references.) (DB)

ED 394 268 EC 304 788

Fritz, Marie F.; Miller, Maury
Documenting Your Inclusion Efforts.
PUB DATE- 4 Apr 96
NOTE- 13p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (74th,

terms to fulfill a particular writing function. Contains 11 references. (MSE)

ED 394 287 FL 023 680

Moore, Rock D.
Accelerating English Language and Academic Achievement through an After-School Enhancement Program.
PUB DATE- Jan 96
NOTE- 166p.; Doctoral Dissertation, University of Sarasota, Florida.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Achievement Gains; *After School Education; Elementary Education; *English (Second Language); *Enrichment Activities; Language Proficiency; *Limited English Speaking; Oral Language; Program Descriptions; Program Effectiveness; Second Language Instruction; Spanish Speaking

This study investigated the effectiveness of an after-school program to improve and accelerate the academic achievement and English oral language proficiency of limited-English-proficient (LEP) fifth-grade children at one school. The program offered one hour of after-school academic instruction in sheltered English to Hispanic students; from these, an experimental group of 30 was established. Instruction was designed to expand on students' existing knowledge and experience, promote peer tutoring and interaction, and use active learning concepts. Results show that after 6 months of the program, all experimental group children had increased their scores on standardized oral proficiency and basic skills tests. In addition, the children increased their national curve equivalent scores and grade equivalent levels at a much greater rate than the norming group. It is concluded that this approach is an effective strategy for improving LEP student achievement. Contains 15 pages of references. (Author/MSE)

ED 394 288 FL 023 683

Criteria for Assessing Multicultural/Multiethnic Content of Instructional Materials Used in Portland Public Schools.
PUB DATE- Oct 95
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Content Validity; *Cross Cultural Studies; *Cultural Awareness; Cultural Interrelationships; *Curriculum Design; Elementary Secondary Education; Evaluation Criteria; *Instructional Material Evaluation; *Multicultural Education; Rating Scales; Stereotypes

A form for assessing the multicultural content of instructional materials at the elementary and secondary school levels is presented. It consists of 41 statements about the content extent, content validity, and cognitive content of classroom materials, each to be rated on a scale of 0 to 5. The statements address the degree to which the materials reflect breadth and authenticity of cultural content and are culture- and gender-fair and non-stereotyping. A brief introductory section offers instructions on the form's use. (MSE)

ED 394 289 FL 023 685

environment and the larger school. A diagram summarizes these features and illustrates their relationship to the school's LEP program. A subsequent section highlights significant structural innovations that could be adapted by other schools. The last section of the chapter identifies factors at the district or state level that support the exemplary practices, and concludes with a brief summary of key findings. Chapter 10 provides lessons about exemplary practices and schools serving LEP students. (NAV)

ED 394 307 FL 023 706

Brown, Cheryl; And Others
Audiotaped Dialogue Journals: Lexical, Grammatical, and Affective Benefits.
PUB DATE- Mar 96
NOTE- 21p.; Paper presented at the Annual Meeting of Teachers of English to Speakers of Other Languages (Chicago, IL, March 26-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Audiotape Recordings; Cognitive Style; College Students; *Dialog Journals; *English (Second Language); Higher Education; *Journal Writing; *Oral Language; Second Language Learning; Self Expression; Student Journals; *Teacher Student Relationship; Vocabulary Development; Writing Exercises
IDENTIFIERS- Chile

This report defines and describes audiotaped dialogue journals produced by fourth year, Chilean university students in their English class. The taped journals were used as a way for students to obtain additional practice in reading, writing, listening, and speaking in an environment where school was the only place they practiced their English. The report focuses on the use of the audiotaped journal as a means of communication between students and teacher that stressed the students' oral communicative abilities. Nine students participated throughout the complete 15-week semester; they also completed written journals. Analysis and comparison of oral and written journals indicated that the students who did participate in the exercise increased their practice of English as well as English interaction, one-on-one with the teacher. When the written and oral journals were further compared, there was evidence of improvement in student vocabulary based on the content of the oral journals. Article usage was also assessed; findings indicated a higher level of accuracy of article usage from early oral journal to later oral journal entries. In terms of affect, oral journals were found to be very positive. It is concluded that the oral journals aided in vocabulary acquisition, increased students' grammatical accuracy, and helped develop positive relationships between students and teacher. (Contains eight references.) (Author/NAV)

ED 394 308 FL 023 707

Sachs, Gertrude Tinker
Thinking and Talking Like Real Teachers: Bridging the Gap.
PUB DATE- Mar 96
NOTE- 21p.; Paper presented at the Annual Meeting of Teachers of English to Speakers of Other Languages (Chicago, IL, March 26-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

The Development of Pragmatic Competence in Learner-Learner Interaction.
PUB DATE- Mar 96
NOTE- 12p.; Paper presented at the Annual Meeting of the International Conference on Pragmatics and Language Learning (10th, Urbana, IL, March 22-23, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; Communicative Competence (Languages); Discourse Analysis; Grammar; Higher Education; Interaction; *Interpersonal Communication; *Japanese; Language Skills; *Language Styles; Learning Theories; *Pragmatics; Role Playing; Second Language Instruction; Second Language Learning; *Second Languages; Skill Development; Socialization; Sociocultural Patterns

A study investigated how pragmatic competence may develop in learner-learner interaction in a communication Japanese as a foreign language classroom, drawing on language socialization and sociocultural theory. A 100-minute second-year university-level Japanese language class at an urban state university was audio- and video-recorded, with a 30-minute session including a role play pair work activity transcribed for analysis. Analysis focused on the interactions of a student volunteer, whose progress in class meets teacher expectations, and another student whose progress is slower. Specific interactions, transcribed here, are discussed. It is concluded that the data show the sensitivity of classroom learners to different pragmatic requirements of classroom and second-language interactions being taught, and that the learners are able to adjust their language performance to construct the appropriate role for a particular context. Some students may not be able to produce correct usage, but are able to perform appropriately in certain pragmatic contexts with assistance. With time and appropriate assistance these students will eventually perform unaided. Contains 15 references. (MSE)

ED 394 327 FL 023 735

Dianda, Marcella R.; Flaherty, John F.
Report on Workstation Uses: Effects of Success for All on the Reading Achievement of First Graders in California Bilingual Programs.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 95
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Achievement Gains; Bilingual Education; *Bilingual Education Programs; Computer Oriented Programs; Equipment Utilization; Facility Utilization Research; Grade 1; Instructional Effectiveness; Kindergarten; *Language Skills; Primary Education; Program Effectiveness; *Reading Instruction; Skill Development; State Surveys; *Workstations
IDENTIFIERS- *California; *Success for All Program

A study assessed the effectiveness of the Success for All Program for grade-one English-as-a-Second-Language (ESL) learners in bilingual or ESL programs in three California elementary schools. The reading instruction program provides both native (in this case, Spanish) language support as well as English language instruction and materials. The three schools in

Ukrainian, diminutives are functionally heavily loaded, expressing empathy and sympathy, increasing familiarity, signalling cooperativeness, and thus reducing psychological distance between interlocutors. Physical distance is seen as less important in communication. (MSE)

ED 394 347 FL 023 768

de Jong, Ester Johanna
Integration: What Does It Mean for Language Minority Students?
PUB DATE- Mar 96
NOTE- 21p.; Paper presented at the Annual Meeting of the National Association for Bilingual Education (Orlando, FL, March 12-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Education; *Classroom Environment; Educational Environment; Elementary Secondary Education; *English (Second Language); *Language Minorities; *Limited English Speaking; Mainstreaming; Native Speakers; *Social Integration; Student Adjustment; Transitional Programs
IDENTIFIERS- *Two Way Bilingual Education

A study in five schools investigated issues in the integration of language-minority students from bilingual education classes and native English-speaking students in academic subject area classes. Participating teachers, six grade-level teachers and six bilingual teachers, the latter selected for their experience with transitional bilingual education, were interviewed four times and observed in class once a week over 2-4 months. Together they represented five integration approaches, four based on existing transitional bilingual education (TBE) and one a two-way bilingual program. The TBE-based approaches included: (1) two self-contained classrooms (one bilingual, one monolingual) with movement between classrooms for academic instruction; (2) two self-contained classrooms with movement between classes for academic subjects and a second-language component; (3) team-teaching (bilingual and monolingual) of students physically in the same classroom, with the second language used as a support language by the bilingual teacher; and (4) team-teaching in one classroom with a second language instruction component. A variety of grade levels and languages are represented in the six classrooms. Each situation is examined, and characteristics of an integrated school are derived from the six situations. Contains 34 references. (MSE)

ED 394 348 FL 023 769

Allen, Marjorie
E-Mail in the Writing Class: Promoting Student Communication.
PUB DATE- 95
NOTE- 9p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (29th, Long Beach, CA, March 26-April 1, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; College Students; Computer Literacy; *Computer Networks; *Electronic Mail; *English (Second Language); Higher Education; *Homework; Instructional

of community service and service-learning in higher education. Each of the essays is introduced by a leader in the service-learning community. They include: (1) "Curriculum Transformation and Service Learning" (Carl H. Marbury, with an introduction by Edgar Beckham), which highlights programs at Rutgers University (New Jersey), Providence College (Rhode Island), and Stillman College (Alabama) designed to overcome obstacles to curriculum transformation; (2) "Student Participation in Community Service and Service Learning" (Rosalyn Jones, with an introduction by Denise Beal), which examines the service-learning component of the core curriculum at Johnson C. Smith University (North Carolina); and (3) "Building Authentic Community Partnerships" (Claudette McFadden, with an introduction by Yolanda Moses), which outlines guidelines for building school-community partnerships in service learning. The common theme throughout is that service-learning requires significant transformations of traditional structures, learning processes, people, and relationships. (MDM)

ED 394 368 HE 028 994

Robinson, Leonald D.; Brantley, Paul S.
Too Little Too Late: A Case for College/K-12 Collaboration in Alcohol Abuse Prevention.
PUB DATE- 96
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age; *Alcohol Abuse; *Alcohol Education; *College School Cooperation; College Students; *Drinking; Elementary Secondary Education; Higher Education; National Surveys; *Prevention
IDENTIFIERS- *Core Alcohol and Drug Survey

This study examined alcohol usage among elementary and secondary schools students and college students, based on data from the U.S. Department of Education's Core Alcohol and Drug Use Survey (CADUS). The survey polled 1,452 students at a two-year Midwestern college in 1992, 501 students at a four-year Midwestern college in 1992, and 53,644 students nationally between 1989 and 1991. The study found that among all three sets of student responses, about 70 percent of male and female undergraduates reported first using alcohol before age 18, and approximately 40 percent of each gender reported using alcohol before age 16, with about 20 percent reporting alcohol use before age 14. The study concludes that colleges and universities need to coordinate their alcohol abuse prevention programs with elementary and secondary schools for the programs to become effective in preventing alcohol use and abuse among pre-collegiate students. (Contains 27 references.) (MDM)

ED 394 369 HE 028 995

Mohapatra, Manindra K.; And Others
African American Public Administrators and Cultural Diversity Management: Findings of a Pilot Study.
PUB DATE- Mar 96
NOTE- 22p.; Paper prepared for presentation at the Annual Meeting of the Kentucky Political Science Association (35th, Berea, KY, March 1-2, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test,

PUB DATE- 96
NOTE- 240p.; Includes a computer disk with expanded directory information for use on PC computers.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Business Administration Education; Business Education; *Career Choice; *College Choice; Higher Education; Majors (Students); Undergraduate Study

This guide contains guidelines for evaluating a career in business, for selecting a college. The guide profiles undergraduate programs at approximately 1,400 institutions of higher education. The directory is divided into five main sections. The first section offers guidelines for evaluating a career in business. It includes a brief essay by a business professional and an overview of the field including employment opportunities, trends, and descriptions of sample entry- to mid-level jobs. The second section focuses on how to select a college, with suggestions for exploring and evaluating college programs in business. It includes information on financial aid, the admission process for international students, and internships. The third section contains brief profiles of U.S. undergraduate institutions offering business programs. This section is organized alphabetically by school and includes institutional name, geographic location, general description of the college, majors offered, and admissions contact. The fourth section is an alphabetical listing of the institutions profiled. Finally, a computer disk provides more in-depth profiles of the schools and their business programs. Additional information for each school is provided on the disk such as undergraduate and international student enrollment, expenses, financial aid availability, number of full-time and part-time faculty in the business program, and average in-the-field work experience of faculty. Users can search for programs on the disk by type of institution, geographic location, majors, and entrance difficulty. (DB)

ED 394 390 HE 029 081

Peterson's Guide to Colleges for Careers in Teaching.
PUB DATE- 96
NOTE- 210p.; Includes a computer disk with expanded directory information for use on PC computers.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Career Choice; *College Choice; Higher Education; Majors (Students); *Preservice Teacher Education; *Teacher Education; Undergraduate Study

This guide contains guidelines for evaluating a career in teaching and for selecting a college. The guide profiles undergraduate programs at approximately 1,250 institutions of higher education. The directory is divided into five main sections. The first section offers guidelines for evaluating a career in teaching. It includes a brief essay by a teaching professional and an overview of the field including employment were seen as reducing the reporting burden on institutions, improving policy decisions, and providing more data for institutional planning. Personnel data systems are also briefly discussed. Appendixes include a copy of the survey instrument, state-by-state tables, and a list of data system contacts. (Author/NAV)

ED 394 406 HE 029 100

Van Horn, Carl E.
Enhancing the Connection between Higher Education and the Workplace: A Survey of Employers.
PUB DATE- Oct 95
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Education Work Relationship; *Employer Attitudes; *Employer Employee Relationship; Employment Potential; Employment Qualifications; *Experiential Learning; Functional Literacy; Higher Education; Job Skills; Labor Market; Literacy Education; Minimum Competencies; Needs Assessment; On the Job Training; *School Business Relationship; Surveys; Work Experience Programs
IDENTIFIERS- *New Jersey

This paper reviews issues in fostering closer connections between higher education and the workplace and summarizes results of a 1995 survey of 404 New Jersey employers concerning the knowledge, skills, and abilities that New Jersey employers expect from higher education graduates and their suggestions for improving college-based workforce preparation. Fifty-seven percent of employers said it was difficult to find well-prepared job candidates for positions requiring college degrees. Employers gave the following skills or characteristics as most important: integrity and honesty, listening, reading, oral communication, and written communication. Employer-suggested improvements for institutions of higher education included providing more experience-based learning and more solicitation of input from businesses. The survey also investigated the kinds of training employers provided their workers and methods for improving the training services that higher education provides to the workforce. Most businesses provided on-the-job training or private consultant training to new employees. Businesses desired more information about higher education training capabilities and graduating student contact resources; many felt that teachers did not know enough about working in the real world to properly prepare students. Appendixes include complete survey results, the survey instrument, and details of its methodology. (Contains 29 references.) (NAV)

ED 394 407 HE 029 101

Academic Scheduling and Management Software Program. Final Report and Recommendations.
PUB DATE- Feb 96
NOTE- 44p.; Prepared for Institutions of Higher Education and State Agencies in MHEC Member States: Illinois, Indiana, Kansas, Michigan, Minnesota, Missouri, Nebraska, Ohio, and Wisconsin.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

DESCRIPTORS- *Biculturalism; *Cultural Influences; Higher Education; *Institutional Characteristics; Mexican Americans; Minority Groups; Sociocultural Patterns; *Student Attitudes; *Student Characteristics
IDENTIFIERS- *Chicano Studies; Hispanic American Students; University of California

This paper examines the conditions of three public postsecondary institutions that support the persistence and development of Chicano students around San Diego (California): a community college campus, a state university campus, and a University of California campus. A 99-item, mailed questionnaire was completed by students who self-identified as Chicano. Characteristics of Chicano students result from both the sociopolitical and cultural status of their community and must be examined through their historical experiences as a subordinate group that experienced military conquest and subjugation, administration of the community by non-Chicanos, cultural imperialism, and racism. Chicano students are likely to feature a historically subordinate sociopolitical status and strong elements of resistance with a complex process of mixed cultural development. Constructing enabling conditions for Chicanos in institutions of higher learning involves a restructuring of values, policies, and practices that are embedded in the culture of each institution; because of this, most institutions place Chicanos at a low priority. Findings in this exploratory study indicated that students held a strong bicultural, Mexican-American profile of themselves and that their overall perceptions of their campus' institutional conditions were not equally conducive to students' positive experiences. (Contains 39 references.) (NAV)

ED 394 424   HE 029 118

Pengilly, Joan Forssmark
The First Female President of a Co-Educational Public Institution of Higher Education: An Historical Examination of the Presidential Tenure of Julia Ann Sears, 1872-1873.
PUB DATE- 10 Apr 96
NOTE- 264p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Historical Materials (060)
DESCRIPTORS- *College Administration; *College Presidents; Females; Feminism; Higher Education; *Sex Bias; *Sex Discrimination; *Sex Stereotypes
IDENTIFIERS- George Peabody College for Teachers TN; Massachusetts Institute of Technology; Minnesota (Mankato); *Normal Schools; *Sears (Julia Ann)

This study examines the life and career of Julia Ann Sears, the first known female president of a public, coeducational institution of higher education in the United States. Sears, an educator from Massachusetts, served as president (principal) of the State Normal School at Mankato, Minnesota, from 1872-73 after teaching there for one year. At the end of her very successful year as president, the state governing board replaced Sears with a man who had no teaching or normal school experience, and Sears was offered the lesser position of First Assistant. Sears returned to Massachusetts and within two years was teaching at Peabody Normal College in Nashville, Tennessee. She was a mathematics professor there for thirty-two years,

(2) loss of country, home, and kin coupled with the gains of life in an advanced industrialized society; (3) support for public school education coupled with resistance to Americanization; and (4) generativity inherent in his efforts to pass Hmong values to his children coupled with the stagnation of his life as a forgotten Hmong soldier. Contains 17 references. (MN)

ED 393 975 CE 071 265

McCurry, Patricia S.
A Delphi Study for Perceptual Modality Classification of Effective Instructional Activities in Tennessee Marketing Education.
PUB DATE- Apr 96
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Business Education Teachers; *Cognitive Style; Delphi Technique; Distributive Education; *Instructional Development; *Instructional Effectiveness; *Learning Activities; *Learning Modalities; Learning Theories; *Marketing; Models; State Surveys; Teacher Attitudes
IDENTIFIERS- *Tennessee

Three purposes of a study of marketing education (ME) instructors in Tennessee were as follows: to identify the activities they perceived to be effective, to determine the perceptual style orientations of those activities as identified by experts in perceptual learning style research, and to develop a framework for instructional planning that provides ME instructors with both dimensions of the activities. First, a statewide survey of ME instructors was conducted using a list of the 62 instructional activities of the "Tennessee Curriculum Guide for Marketing Education." An 85% response rate was achieved. Next, the Delphi technique was used to classify the instructional activities by perceptual mode: print, aural, interactive, visual, haptic, kinesthetic, and olfactory. A panel of experts completed three probes and responded to a telephone interview to reach consensus on the dominant and secondary classifications for each activity. Ninety-five percent of the instructional activities were considered effective by 50% or more of the ME instructors. The 12 activities considered most effective represented a variety of perceptual study elements and four perceptual modalities: print, aural, interactive, and visual. Data from both phases of the study were used to develop a two-level framework of instructional activities arranged in order of perceived effectiveness and perceptual modality. (Contains 17 references.) (MN)

ED 393 976 CE 071 266

Wilson, Barbara A.
A Descriptive and Interpretive Study: The Intellectual Development of Adults.
PUB DATE- Apr 96
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

to how the contexts of literacy learning might contribute to differences in the literacy development of males and females. The ways in which gender differences in reading and writing are socially determined, in contexts such as school, family, or community, had received surprisingly little attention. Some limited attention was given to issues of power and identity in studies of gender and writing. The studies on gendered conflicts in writing focused on how individuals both accommodate and resist socially determined gender roles. (Contains 46 references.) (YLB)

ED 393 994 CE 071 289

Hayes, Elisabeth; Flannery, Daniele
Narratives of Adult Women's Learning in Higher Education: Insights from Dissertation Research.
PUB DATE- Apr 96
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adult Learning; *Educational Research; *Females; Feminism; *Higher Education; Learning Experience; Sex Differences; *Womens Education; *Womens Studies

A study critically reviewed 14 dissertations that explore adult women's perspectives on their learning in higher education. The dissertations were examined using two levels of analysis: descriptive and critical/comparative. The studies varied considerably in the aspect of learning or learning experiences that they examined. Twelve focused on adult women undergraduates. The theoretical perspectives and methods used were diverse. Six cited explicitly feminist scholarship as part of their literature review, although they varied in the extent to which feminism was identified as a major aspect of their conceptual framework. The research methodology used in all studies, with one exception, was qualitative or combined qualitative and quantitative methods. Issues of identity were pervasive in women's narratives of their learning experiences. One study investigated adult women students' preferences for different modes of learning, using the distinction between separate and connected knowing. One study focused specifically on minority women. The following concerns arose from this research: the lack of any coherent line of research on women's learning, little incorporation of a gendered analysis into the studies, need for further research that involves more diverse groups of adult women, and adult women's experience of being an "outsider" in higher education. (Contains 20 references.) (YLB)

ED 393 995 CE 071 292

Letourneau-Fallon, Pamela; And Others
Reflections on Workplace Education: Teachers Talking to Teachers.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 96
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills;

education, legal rights advocacy, housing, health, retirement, personal enrichment, nutrition, transportation, and volunteerism. Under each organization heading, the address, telephone number, and a short description of the projects are provided. (KC)

ED 394 014 CE 071 344

Keough, Kelly
Artworks. An Integrated Performing Arts/Literacy Teacher/Learner Guide.
SPONS. AGENCY- Massachusetts State Dept. of Education, Boston. Bureau of Adult Education.
PUB DATE- 93
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Acting; Adult Basic Education; *Adult Literacy; Asian Americans; Classroom Techniques; *English (Second Language); *Fused Curriculum; Integrated Curriculum; Learning Activities; Lesson Plans; *Literacy Education; Self Esteem; *Theater Arts; *Workshops
IDENTIFIERS- 353 Project

This guide, which is intended for literacy instructors working with students learning English as a Second Language (ESL), contains materials for and about an integrated performing arts and literacy program that was developed for use with Asian Americans. Presented first is a brief history of the workshop's development for use in the Chinatown area of Boston (Massachusetts). The first half of the guide consists of transparency masters, a lesson plan, and worksheets for a preacting workshop designed to help students answer four preacting questions (who they are, where they are, what they are doing, and what they want). The second half of the guide consists of materials for the actual acting workshop, which is designed to increase ESL students' self-confidence through a variety of theater techniques, including relaxation and breathing, movement and body language, vocal projection, language rhythm, memorization, and improvisation skills. (MN)

ED 394 015 CE 071 346

DeCoster, Karen
Curriculum Plan for Government & Law (Pre-ASE Level).
SPONS. AGENCY- Massachusetts State Dept. of Education, Boston. Bureau of Adult Education.
PUB DATE- 93
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Citizenship Education; Constitutional Law; Curriculum Guides; Democracy; *Federal Government; Government (Administrative Body); *Governmental Structure; High School Equivalency Programs; *Law Related Education; Lesson Plans; Social Studies
IDENTIFIERS- 353 Project

A curriculum plan is provided for a pre-ASE (Adult Secondary Education) level class of 12 students. It is designed to be through 12th grades generally participate in two successive academies. Academy focus areas, the dynamism of the system, and what is done during those five years are discussed. The remainder of the document outlines a specific example of how the dynamic academy might be implemented. It presents, in a hierarchical format, a description of the academy example, beginning with the broad overview and successively narrowing the focus until the lessons in one unit of one class are detailed. The example given is that of an academy preparing students for a variety of careers using the World Wide Web. These sections follow: general academy information; specific academy example; information on courses and units; example course information; unit information for the course, Resources for Continued Learning; and description of the seven lessons in the Producers and Suppliers unit of the course. (YLB)

ED 394 035 CE 071 391

Joyner, Carlotta C.
Employment Training. Successful Projects Share Common Strategy. Statement of Carlotta C. Joyner, Director, Education and Employment Issues, Health, Education, and Human Services Division. Testimony before the Subcommittee on Human Resources and Intergovernmental Relations, Committee on Government Reform and Oversight, House of Representatives.
PUB DATE- 18 Apr 96
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Adult Vocational Education; Comparative Analysis; *Economically Disadvantaged; Educational Practices; *Educational Strategies; *Education Work Relationship; Employment Potential; Job Skills; *Job Training; National Surveys; *Performance Factors; Program Effectiveness; Success

The General Accounting Office examined six employment training programs that had previously been identified as being successful in helping economically disadvantaged adults. The primary objective of the study was to determine whether the programs shared any common practices/strategies that could be credited for the programs' high performance indicators (for example, three had placement rates above 90% and the other three placed at least two-thirds of program completers). The six projects, which were located in Colorado, Oregon, Florida, Nevada, Michigan, and New York City's East Harlem, differed in many respects, including their funding sources, skills training approaches, and client focus. It was discovered that, although the projects were different in many ways, all six shared a common strategy characterized by the following key features: (1) ensuring that clients are committed to training and getting a job; (2) removing barriers, such as a lack of child care, that might limit a client's employability skills, such as getting to a job regularly and on time, working well with others, and dressing and behaving appropriately; and (3) linking occupational skills training with the local labor market by assisting clients in their job search and working to develop jobs. (MN)

ED 394 036 CE 071 392

Wilson, Valerie; And Others
Progress in Partnership: Evaluations of "Education Business Links" and "Teacher Placement."

self-concept of students. About one-third of the sample were over age 26. Outcomes for adult learners were compared with those of younger students. An "index of personal growth attributed to college attendance" was used to measure 36 items of personal and social growth and the college contribution to development. The index values indicated that colleges had "tangible" impact on 29 of the 36 areas for adult students, and adults reported personal and social growth comparable to that of the younger students. Comparisons were drawn between older college students and younger, more traditional-aged students to determine if the two groups showed different patterns of involvement in the college environment and if the impact of the college experience was different for adults. Adults were much less involved in campus activities and much more likely to be involved in caring for family. (Appendixes contain a list of 46 references and 5 data tables.) (Author/YLB)

ED 394 054 CE 071 439

Meyer, John L.; Shadle, Carolyn C.
The Changing Outplacement Process. New Methods and Opportunities for Transition Management.
PUB DATE- 94
NOTE- 290p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; Career Change; Career Choice; *Career Counseling; *Counseling Objectives; *Counseling Services; *Counseling Techniques; Decision Making; Delivery Systems; Dislocated Workers; Employment Interviews; Ethics; Job Search Methods; *Outplacement Services (Employment); Public Policy; Recruitment; Resumes (Personal); Social Networks; *Transitional Programs; Trend Analysis; Unemployment
IDENTIFIERS- Reemployment Act 1994

This book, which is designed for consumers and providers of outplacement services, explores recent changes that have led to an essentially new type of service termed OTR (an acronym that stands for "outplacement, transition, relocation" when focusing on employees and for "outplacement, transition, and restructuring" when focusing on employers). Part 1 traces the forces responsible for the labor market turmoil that spawned the OTR industry and the effects of job loss on unemployed/dislocated workers and others. Part 2 contains 11 chapters devoted to the following aspects of the OTR process: planning and preparing (contracting for OTR, getting terminated employees started, accoutrements for people in transition, personal counseling); making decisions (assessing unemployed candidates, career decision making, career pathing); and launching the OTR campaign (the marketing metaphor, resumes, networking, employment interviewing). Part 3 focuses on the OTR process and OTR industry (changes in the OTR process, its relationship to the new careerism, issues and ethics, and guidelines for selecting the right OTR service). Twenty-two tables/figures and a 111-item selected bibliography are included. Appended are the following: overview and chronology of the outplacement profession's development; names/addresses of 27 sources of career transition resources; and provisions included in the Reemployment Act of 1994. (MN)

ED 394 055 CE 071 440

Smith, Christopher
Climbing the Corporate Ladder.

student needs and engage in continuing staff development, assessment of the efforts, and refinements based on the assessment. Using the change process directed by teachers is suggested. The SIAVE process integrates research on change, emphasizes a shift in focus from the professional development of individuals to the professional development of staff within the whole school setting. The promise of using the SIAVE process is a curriculum framework and high-performance staff capable of providing the competitive advantage in creating the high skills work force needed for the 21st century. (Contains 18 references.) (KC)

ED 394 072　　　　CE 071 494

Jagger, N.; And Others
The Target for Higher Level Skills in an International Context.
PUB DATE- 96
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Educational Needs; Education Work Relationship; *Employment Qualifications; Foreign Countries; *Futures (of Society); *Job Skills; *National Norms; Postsecondary Education; *Standards
IDENTIFIERS- Australia; France; Germany; Japan; Korea; *National Vocational Qualifications (England); Taiwan; *United Kingdom; United States

A study placed the numbers of workers who have attained National Vocational Qualifications (NVQs) at level 4 or above in the United Kingdom (UK) in an international context by comparing this attainment with the numbers of workers reaching similar attainment in a sample of other countries: Australia, France, Germany, Korea, Japan, Taiwan, and the United States. The study, based on available literature and data, found that 23.4 percent of workers in the UK had attained NVQ level 4 or above in Spring 1995, whereas the other countries' workers who had reached that skill level ranged from 18.1 percent in Australia to 30 percent in the United States. The study also showed that the UK has shown recent improvement in its attainment rate and is likely to reach 30 percent in the early years of the 21st century (a few years past its goal of reaching that level by the year 2000). In addition, the UK and France have the highest graduation rates at NVQ level 4 and above, just ahead of the United States. Significant growth in professional, technical, administrative and managerial occupations, all of which require higher skill levels, is expected in the five countries for which forecasts are available, along with a significant decrease in the number of 20- to 24-year-olds. For the UK to meet its target, there will have to be further improvements in the profile of the existing work force and in the supply of those qualifying in the education and training system and entering employment. (An appendix provides further information about modeling future attainment rates at NVQ level 4 and above of those in employment. Contains 170 references.) (KC)

ED 394 073　　　　CE 071 495

Kentucky Competency-Based Adult Education Curriculum.
SPONS. AGENCY- Kentucky State Dept. for Adult Education and Literacy, Frankfort.
PUB DATE- 95
NOTE- 628p.
LANGUAGE- English

This conference address examines the question of whether "memory work"--using therapeutic techniques to help clients recover suspected hidden memories of childhood sexual abuse--has led some clients to develop illusory memories or false beliefs. Prospective research on memory for childhood trauma indicates that the gist of traumatic childhood events tends to be well-remembered. Other research suggests that survivors of multiple traumas are less likely to forget that they have had such experiences than are survivors of isolated traumas. Memory for childhood trauma is not perfect, and it is very likely that some adult survivors of childhood sexual abuse do not consciously remember that such abuse occurred. It is stated that complete forgetting of extensive histories of extreme abuse is a very rare phenomenon. Further it is argued that a search for suspected hidden memories of childhood trauma is bad therapy because there is no empirical evidence that such an approach is helpful, and because there is a very large converging literature indicating that such an approach puts clients and their families at grave risk of harm. The speech concludes that sexual abuse of children is a bigger problem than are iatrogenic false memories. Contains 35 references. (JBJ)

ED 394 092 CG 026 911

Beck, Judith S.
New Developments in the Supervision of Cognitive Therapists.
PUB DATE- 28 Jul 95
NOTE- 8p.; Paper presented at the Annual Convention of the American Psychological Association (103rd, New York, NY, August 11-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Cognitive Restructuring; Counseling; Counselors; *Supervision; Supervisor Qualifications; *Supervisory Methods; Supervisory Training; *Therapists

Several important developments have evolved in the supervision of cognitive therapists in the past few years. Five such developments are: (1) the conscious structuring of the supervision session to conform to the suggested structure of the therapy session; (2) increased emphasis on quickly and efficiently conceptualizing patients, refining the case formulation, using the conceptualization to plan treatment, and effectively communicating an accurate conceptualization to the patient; (3) emphasis on the importance of therapists using the same tools and techniques they recommend to patients; (4) a method of teaching therapists to plan treatment and identify problems through a series of questions they ask themselves before, during, and after therapy sessions; and (5) the refinement of a model of extramural supervision to train therapists who practice far from training centers. Future directions in the supervision of cognitive therapists include increased focus on the supervisory relationship, the creation of tools to assess the efficacy of supervision, and the development of methods to teach sophisticated cognitive approaches for different Axis I and Axis II disorders. Just as effective therapists flexibly vary their manner and techniques when dealing with patients, effective supervisors also vary their approach with supervisees in order to forge a strong supervisory alliance. (JBJ)

ED 394 093 CG 026 914

Classroom strategies that allow the instructor to keep the classroom running smoothly, yet still guide the learner in crisis to the right individual who can help them are provided. Chapters are: (1) Introduction; (2) Roadblocks to Communication; (3) Helper Characteristics and Skills; (4) What is a Crisis? (5) Crises in the Classroom: Domestic Violence, Suicide, Parenting, Offensive Language, Learner Conflict; (6) References; and (7) Appendices. Contains 20 references. (JBJ)

ED 394 112 CG 026 962

Yette, Rebecca; And Others
DSHS Legislative District Data Report: Fiscal Year 1992.
PUB DATE- Dec 94
NOTE- 177p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Human Services; Program Effectiveness; Social Services; *State Agencies; *State Aid; *Statistical Data
IDENTIFIERS- *Washington

This report describes clients who were served by the Washington State Department of Social Health Services (DSHS) from July, 1991, through June, 1992. The 1992 Washington State Legislative District Boundaries were used. The report provides data on the following: (1) how many unduplicated clients from each Legislative District used each division and each program; (2) how many total dollars were spent directly serving clients from each Legislative District; (3) what percentage of the total Legislative District population received service; (4) what was each Legislative District's relative use rate within the state; (5) how much money was spent on the average client in a given Legislative District; (6) what percentage of a given Legislative District's total clients were in each client group; (7) what percentage of the total dollars spent in a given Legislative District were spent on each client group; and (8) what percentage of the total population in a given Legislative District was in a particular client group. Contains a glossary, as well as five appendices relating to data collection. (TS)

ED 394 113 CG 026 964

Ohio Youth Risk Behavior Survey, 1993: When, Why, and What Was Discovered.
SPONS. AGENCY- Centers for Disease Control and Prevention (DHHS/PHS), Atlanta, GA.; Office of Elementary and Secondary Education, Washington, DC. School Improvement Programs.
PUB DATE- 94
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Alcohol Abuse; *At Risk Persons; *Drinking; Health Education; High Schools; High School Students; Physical Activity Level; *Physical Health; Safety; Sexuality; *Student Behavior; Student Surveys; *Substance Abuse; *Tobacco
IDENTIFIERS- *Ohio

This report summarizes the survey answers Ohio high school students (N=2,314) reported about alcohol, tobacco, and other health risk behaviors. The survey contains questions relating to: (1) behaviors that result in intentional and nonintentional injuries; (2) tobacco use; (3) alcohol and other drug use; (4) sexual behaviors that result in HIV infection, younger students use parents as tutors more than do teachers of older students; and elementary school teachers use rewards and parents as tutors more than do middle school teachers. In examining student-level data, results indicated that females and younger children value reading more than do males and older children. Finally, student and teacher level data were combined, using hierarchial linear modeling (HLM). Findings reveal: (1) performance oriented instructional strategies and cooperative learning techniques are negatively related to gains in valuing of reading over time; (2) the relationship between self-concept of ability and valuing of reading is somewhat lower in classrooms that are ability-grouped for reading instruction; and (3) reading is valued less in middle school than in elementary school. (Contains 9 tables of data and 29 references.) (Author/CR)

ED 394 132 CS 012 429

Stephens, Liz C.
Using Video-Cases To Explore Reading/Writing Workshop Classrooms.
PUB DATE- Apr 96
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- English Teacher Education; Higher Education; *Hypermedia; Instructional Development; *Instructional Innovation; *Instructional Material Evaluation; *Language Arts; Media Selection; Middle Schools; *Preservice Teacher Education; Qualitative Research; Videotape Recordings; Workshops
IDENTIFIERS- *Preservice Teachers

An 18-month qualitative study examined the process of designing, developing and evaluating a video-case laserdisc-based instructional support program for the professional development of English/language arts teachers and focusing on the application and practice of the reading/writing workshop approach. The first step was the creation of a prototype of an interactive laserdisc program named Literacy Education: Application and Practice (LEAP), containing 23 mini-cases featuring 3 experienced middle school teachers who use the workshop approach with their students. In the next step, 29 preservice teachers and their professor were observed as they used LEAP for 8 weeks. Data were collected by video-taping and transcribing sessions and presentations, collecting questionnaires, and conducting interviews. Eight groups of 3-4 students selected a book of their choice from the LEAP collection, explored the mini-cases, and prepared a presentation in two 2-hour sessions. Results indicated that the preservice teachers did engage in rich dialogue triggered by the video-cases, the books, and their recollections of classroom experiences. Findings revealed that the majority of students stated that they were not familiar with the approach before LEAP, and the education courses at this field site did not include instruction on the workshop approach. (Contains seven references.) (CR)

ED 394 133 CS 012 431

Voss, Margaret M.
Hidden Literacies: Children Learning at Home and at School.
PUB DATE- 96

Shaver, Paul M.
Responsibilities in Mentoring and Advising of International Students: Graduate and Professional Options.
PUB DATE- Nov 95
NOTE- 16p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biological Sciences; *Conflict Resolution; *Culture Conflict; *Foreign Students; Higher Education; *Intercultural Communication; *Interpersonal Communication; Mentors; Models; *Multicultural Education; School Counseling
IDENTIFIERS- *Adviser Role; Rhetorical Strategies

To examine the dynamism and productive qualities of multicultural interaction, a chromosomal bivalency model was borrowed from the biological sciences. Dilemmas inherent in contact between cultures emerge from the sites of multicultural conflict. Understanding these dilemmas allows interactants to have insights into other cultures as well as into their own culture. The chromosomal model of multicultural communication provides a realistic and positive method for analyzing and improving multicultural communication. The concept of bivalency refers to the creation of a double chromosome. The double chromosome is created by an attraction of the genes on two helixes. This attraction results in adherence of the helixes to one another and a functional coherence that results in the double chromosome operating as a single unit. Generally speaking, all of the combinatory genes from one helix do not dominate all of those on the other helix. Instead, a complex interactional bivalency is the usual pattern. Use of the chromosomal bivalency suggests that many cultural differences between interactive partners exist. However, the interactants are not compelled to resolve each of these. The chromosomal bivalency model suggests that particular sites of conflict are rhetorically significant interfaces between cultures. The emergent discourse of the interactants reveals the semiotically integrated cultural perspectives that are subject to perspectival rhetorical analysis. (Contains 21 references.) (TB)

ED 394 154 CS 509 231

Ciofalo, Andrew, Ed.
Proceedings of the Communications Conference of the Association of Jesuit Colleges and Universities (7th, Chicago, Illinois, July 26-30, 1995).
SPONS. AGENCY- Loyola Coll., Baltimore, Md.
PUB DATE- Jul 95
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Catholic Educators; Church Related Colleges; Communication Research; Course Descriptions; *Ethics; Higher Education; *Mass Media; Mission Statements; *Organizational Communication; *Religious Organizations; *Speech Communication
IDENTIFIERS- *Jesuits

DESCRIPTORS- Administrator Effectiveness; Educational Cooperation; Elementary Secondary Education; *Leadership; Leadership Qualities; Leadership Styles; Leadership Training; Management Development; *Problem Solving; *Professional Development; Teacher Administrator Relationship; Values

This book describes change in the nature of school leadership as required by the nature of future schools. Two chapters in part 1 develop the perspective for leadership, based on problem solving, for the future. Chapter 1 argues that the problem for future leadership has three components: (1) developing a shared, defensible vision of a future school; (2) directly assisting school members in addressing problems encountered in achieving the vision; and (3) increasing the capacity of school members to address future challenges themselves. Chapter 2 describes what is known about the present state of school leadership. Seven chapters in part 2 describe the kind of leadership that will be productive for future schools. Chapter 3 raises issues involved in developing a shared school vision and develops one such vision. Chapters 4-6 offer a research-based model of leadership as a problem-solving process. Chapters 7-9 are devoted to selected aspects of problem solving in routine and nonroutine matters--the role of values, teacher development, and creation of a collaborative school culture. The six chapters comprising the third part address issues concerning the development of expert leadership. Chapter 10 assesses the value of a broad array of formal and informal experiences in developing expert leadership. Characteristics of formal preparation programs effective in developing expertise in routine and nonroutine matters are outlined in chapters 11 and 12. The next two chapters examine how administrator appraisal and selection processes might be designed and implemented. Finally, chapter 15 proposes five broad strategies that district leaders might use in their efforts to foster the development of leaders for future schools. Six figures, 15 tables, and an index are included. References accompany each chapter. The appendix contains the principal profile-based instrument. (LMI)

ED 394 173 EA 027 490

Smyth, John, Ed.
A Socially Critical View of the "Self Managing School."
PUB DATE- 93
NOTE- 262p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; Conservatism; *Decentralization; Educational Equity (Finance); Elementary Secondary Education; Foreign Countries; *Free Enterprise System; Government Role; *Government School Relationship; Institutional Autonomy; Politics of Education; Power Structure; *School Based Management
IDENTIFIERS- *Australia; *New Zealand; *United Kingdom; *United States

This book argues that school-based management appears to be primarily concerned with dismantling centralized education systems (which have traditionally supported the work of teachers, students, and parents) and replacing them with a free-market ideology of competition and choice. School-based management separates elite policy makers and interest groups from those who implement policy. The movement promises more democratic community involvement, more parental choice, and better managed and more effective schools. What has occurred,

Economic Development; Educational Finance; Elementary Secondary Education; Expenditures; *Finance Reform; *Fiscal Capacity; Income; Policy Formation; State Action; State School District Relationship; *Statewide Planning; *Tax Effort

This paper reviews recent state tax-commission recommendations in selected states and identifies critical factors for the success of state tax-reform commissions. The paper focuses on factors linked to the process of forming a commission and generating the necessary consensus to enact tough reforms. It describes and compares comprehensive studies of state tax systems and evaluates the factors that contribute to successful state tax-study commissions. Tax systems are examined from 7 states for which comprehensive tax studies have been conducted in the past 10 years: Arizona, Maryland, Minnesota, Nebraska, New Jersey, Ohio, and Texas. Data were obtained from a review of the final reports of each commission study and interviews with study directors and commission members. A conclusion is that the primary fiscal issues facing state and local governments are state structural deficits, state financing of local school districts, and antiquated revenue structures. Although organization of the different commission reports makes across-the-board comparisons difficult, many of the reports' proposed solutions are similar. The reports recommend simplifying the state personal-income tax, making it more progressive, broadening the state's sales tax base, implementing property tax reforms (to either simplify the tax or provide tax relief), and examine corporate income tax. All studies also looked in varying degrees at the fiscal relationships between the state and local governments. Most of those interviewed identified the objective of a commission study as the ability to produce sound recommendations and "raise the level of the debate." One table is included. Appendices contain state-by-state findings and a list of state tax studies. Information on the Finance Project and its available resources is included. (LMI)

ED 394 191 EA 027 514

Orland, Martin E.; Tan, Alexandra
Securing Equal Educational Opportunities. Past Trends and Coming Challenges.
PUB DATE- Feb 95
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; Categorical Aid; Court Litigation; Decentralization; *Educationally Disadvantaged; *Educational Opportunities; Educational Policy; Elementary Secondary Education; *Equal Education; Federal Legislation; Finance Reform; State Legislation

This paper documents recent government policy changes and discusses the likelihood of their having significant, long-term impacts on policies to assist the educationally disadvantaged. It begins with an examination of traditional federal and state efforts to equalize educational opportunities through legal access guarantees, targeted categorical assistance programs, school-finance reforms, and the regulation of input and process standards. The paper then discusses why the traditional methods have been increasingly viewed as insufficient responses to securing equal educational opportunities, and examines the new approaches that have, in part, emanated from this dissatisfaction. The final section outlines some of the substantial challenges ahead for successfully implementing the

Resources; Elementary Secondary Education; *Home Instruction; Home Programs; *Home Schooling; Instructional Design; *Instructional Materials; Mathematics Materials; Nontraditional Education; Reading Materials; *Resource Materials; Science Materials

This book offers a compilation of home-education resources. The book contains brief descriptions of resources under the categories of catalogs, audiovideo resources, books, authors, and miscellaneous. The titles of the 10 chapters are: (1) "Reading and Literature: Beginners to Bookworms"; (2) "Writing: From ABC to the Great American Novel"; (3) "Mathematics: Counting to Calculus"; (4) "History and Geography: When, Where, Who, What, and Why"; (5) "Science: Beetles to Black Holes"; (6) "Foreign Languages: Or Parlez-Vous Espanol?"; (7) "Arts and Crafts: Mudpies to Mozart"; (8) "Creative Thinking: Or How is a Raven Like a Writing Desk?"; (9) "Life Skills: Learning for the Real World"; and (10) "Multipurpose Resources: Something for Everybody." Most of the book contains contact information and descriptions of books, magazines, equipment, games and activities, educational toys, and music resources for parents interested in home schooling. (LMI)

ED 394 211 EA 027 538

Hegener, Mark, Ed.; Hegener, Helen, Ed.
The Homeschool Reader: Collected Articles from Home Education Magazine 1984-1994. Second Revised Edition.
PUB DATE- 95
NOTE- 224p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Resources; Elementary Secondary Education; *Home Programs; *Home Schooling; Learning Strategies; Mathematics Instruction; *Parents as Teachers; Reading Instruction; Science Instruction; Social Sciences; Teaching Methods; Writing Instruction

This book contains a collection of articles from "Home Education Magazine" for the years 1984-94. The articles offer views and information on socialization, the selection of curriculum materials, networking, evaluation and accountability, legal considerations, political involvement, higher education, and the location of resources. The book's six parts are organized around the topics of homeschooling (and the rationale for doing it); teaching and learning; teaching reading/writing, math/science, and history/geography/social studies; advanced learning; networking; and personal experiences. Appendices contain author biographies and a list of resources and organizations. (LMI)

ED 394 212 EA 027 539

Hostrup, Richard W.
Prairie State--The Civil Rights of Administrators. Effective School Administration Series, No. 5.
PUB DATE- 23 Jul 95
NOTE- 569p.
LANGUAGE- English
EDRS Price- MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For

Secondary Education; *Inclusive Schools; *Teaching Methods; Videotape Recordings

This annotated bibliography lists print and nonprint resources on educating students with disabilities, with special emphasis on inclusive settings. Most of the resources listed discuss a variety of disabilities, with chapters on how to address the unique needs of students with each of the disabilities. Information provided for the 33 print resources includes bibliographic data, an abstract, and a source--usually the ERIC (Educational Resources Information Center) system or commercial publishers. Thirteen videos on disabilities are also briefly described. The videos deal with policy and management issues, technology and disabilities, and educational strategies and teaching techniques. A list of publishers' addresses completes the bibliography. (DB)

ED 394 232 EC 304 752

Thomas, John E.
Mobility Education for Students with Visual Impairments: A Shared Responsibility.
PUB DATE- 29 Mar 95
NOTE- 6p.; Paper presented at the Annual Super Conference on Special Education (15th, Baton Rouge, LA, March 29, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Body Image; *Curriculum Development; Educational Principles; *Educational Strategies; Elementary Secondary Education; Parent Teacher Cooperation; Sensory Integration; Spatial Ability; *Travel Training; *Visual Impairments; *Visually Impaired Mobility

This paper offers principles of mobility education for students with visual impairments, stressing that mobility training is a shared responsibility among teachers, parents, and the mobility specialist. It notes that the basis for mobility education is independent travel as a reachable goal, that the purposes include providing the child with a meaningful understanding of his environment and increasing self-confidence, and that advanced mobility education must be integrated with vocational education activities. A mobility program of six interdependent areas is described: (1) body image training, (2) sensory training, (3) indoor orientation and travel skill building, (4) outdoor mobility concept development and cane techniques, (5) outdoor mobility in the school and home neighborhoods, and (6) outdoor mobility in small business areas and public transportation. Eighteen specific suggestions for parents and school personnel to build mobility skills are offered. (DB)

ED 394 233 EC 304 753

Walker, Sylvia, Ed.; And Others
Disability and Diversity: New Leadership for a New Era.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.; Rehabilitation Services Administration (ED), Washington, DC.
PUB DATE- Jan 95
NOTE- 143p.; This monograph is available in alternative formats.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- American Indians; Asian Americans; Black Colleges;

permission for bus training; lists of 9 bus rules and 13 bus safety tips for students; a checklist for evaluating street crossing readiness; a checklist for assessing bus access readiness; a list for teachers of 10 steps to bus training; evaluation forms for bus training and independent bus riding skills; an individualized transit authority student checklist; a checklist of competencies for specific bus destinations such as mall, park, and doctor; a bus crisis plan; a listing of transit authority words and phrases; and a certificate of accomplishment. (DB)

ED 394 251 EC 304 771

Cambone, Joseph; And Others
Are They Learning as We Expected Them To Learn? An Evaluation of the Preparation of Special Education Teachers Using a Professional Development School Model.
PUB DATE- Apr 96
NOTE- 44p.; Paper presented at the Annual Meeting of the American Education Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Outcomes Assessment; Elementary Secondary Education; Graduate Study; Graduate Surveys; Higher Education; Internship Programs; Masters Programs; Mentors; Participant Satisfaction; *Preservice Teacher Education; *Professional Development Schools; Program Development; Program Effectiveness; Program Evaluation; *Special Education Teachers; *Special Needs Students; Student Attitudes; Teacher Certification; *Teacher Education Programs
IDENTIFIERS- *Wheelock College MA

This paper reports initial results from an evaluation of the first 2 years of implementation of a Master's level teacher preparation program at Wheelock College (Massachusetts) for teachers of students with special needs (TSSN). An overview of the program notes that the intensive 14-month experience leads to a Master's degree in education and standard certification in both elementary and special education. The program is organized around three phases (fundamentals, teaching-to-learn and learning-to-teach, and knowledge integration) and four learning vehicles: (1) coursework; (2) practice (a full-year, full-time internship); (3) mentoring and supervision by both the cooperating teacher and college supervisor; and (4) utilizing prior experiences and self-examination. Evaluation involved extensive data collection (such as employer evaluation surveys and student surveys) during and following the program. Findings are detailed for each of the four learning vehicles. The evaluation concluded that the program design is coherent with the Professional Development School model and students are learning as expected, but that the mentoring and practice components seem less effective than expected. (Contains 24 references.) (DB)

ED 394 252 EC 304 772

Artiles, Alfredo J.; And Others
The Preservice Education of Teachers for Student Diversity: An Analysis of the Special Education Empirical Literature.
PUB DATE- 8 Apr 96
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).

Orlando, FL, April 1-5, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Brainstorming; *Disabilities; Elementary Secondary Education; *Evaluation Methods; *Inclusive Schools; Mainstreaming; Measurement Techniques; *Outcomes of Education; Program Effectiveness; Program Evaluation; Research Methodology; Social Integration; Student Placement

This paper briefly addresses critical issues in documenting studies of the effectiveness of inclusive education for students with disabilities and includes a summary table of the existing literature and guidelines for problem solving about inclusion. The importance of sound methodology in documenting effects of inclusion and the dangers of value judgments regarding placements are stressed. Ten parameters that investigations of inclusion should cover are outlined, including achievement gains, social skill growth, opportunities for social integration, attendance, time on task, extent to which practices are embedded in routines, fidelity of practices, quality of Individualized Education Programs, longitudinal focus, and extent of parent participation. Attached are: a matrix summarizing results of 12 inclusion effectiveness studies; an outline of principles of brainstorming; a summary of steps involved in using creative problem solving to define and measure inclusion; and a listing of ideas concerning measurement of inclusion efforts, generated at two brainstorming sessions. (Contains 9 references.) (DB)

ED 394 269 EC 304 789

Phillips, S. E.
All Students, Same Test, Same Standards: What the New Title I Legislation Will Mean for the Educational Assessment of Special Education Students.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 95
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Standards; Civil Rights Legislation; Compliance (Legal); Court Litigation; *Disabilities; Due Process; *Educational Assessment; Educational Legislation; *Educational Policy; Elementary Secondary Education; Federal Legislation; Mental Retardation; Minimum Competency Testing; *Student Participation; Test Validity
IDENTIFIERS- *Elementary Secondary Education Act Title I; *Testing Accommodations (Disabilities)

This policy paper outlines the impact that recent Title I legislation, which requires states to hold all students to the "same expectations," will have on state and local district evaluation plans, especially as regards students with disabilities. It notes the conflict between two educational goals: that of full inclusion of students with disabilities in all educational opportunities and that of the need to maintain educational standards. Issues in documenting cognitive (rather

Rogers, Angela; Mulyana, Cukup
ESP Methodology for Science Lecturers.
PUB DATE- 95
NOTE- 20p.; Appended materials contain small and broken type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Second Language Programs; *Curriculum Development; English (Second Language); *English for Special Purposes; Foreign Countries; Higher Education; *Inservice Teacher Education; *Instructional Design; Physics; Program Descriptions; *Science Instruction; Second Language Instruction; Universities
IDENTIFIERS- Indonesia

A program designed to teach university science lecturers in Indonesia how to design and teach one-semester courses in English for special purposes (ESP) is described. The program provided lecturers with training in language teaching methodology and course design. The piloting of the teacher training course, focusing on physics instruction, is detailed. The course covered lesson plans and analyses, need analysis, classroom management, and use of instructional materials. Lesson content emphasized reading skills, vocabulary development, and basic scientific writing, with aspects of grammar thought important for scientific texts. Non-linguistic problems encountered included large classes, lack of equipment, and mixed abilities. Appended materials include ideas for handouts, notes on teaching techniques, a sample test in English for Physics, and a sample lesson plan for a large class. Contains 12 references. (MSE)

ED 394 290 FL 023 686

Francais langue seconde: trousse d'evaluation--tests modeles pour le niveau debutant 1, niveau debutant 2, niveau debutant 3 des ecoles elementaires (French as a Second Language: Evaluation Resource Package--Model Tests for Beginning Level 1, Beginning Level 2, Beginning Level 3 in Elementary Schools).
PUB DATE- 95
NOTE- 201p.
LANGUAGE- French; English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Difficulty Level; Elementary Education; Foreign Countries; *French; *Introductory Courses; *Language Tests; Second Language Instruction; *Second Languages; Testing; Test Items
IDENTIFIERS- *Alberta; Canada

The French as a Second Language model tests for beginning levels 1, 2, and 3 were designed to evaluate students' language performance, as outlined in the program of studies for Alberta, Canada, in listening and reading comprehension and oral and written production, communication skills, culture, language and general language knowledge. The tests are offered as suggestions and may be adapted to local needs. Each test has an organizing theme for integration of skill areas (e.g., the school year) and within it, explores a number of fields of experience (e.g., school, weather, people, animals, holidays

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Students; *English (Second Language); Foreign Countries; Higher Education; *Preservice Teacher Education; Professional Development; *Second Language Instruction; *Student Attitudes; Teacher Education Programs; *Teaching Experience; *Theory Practice Relationship
IDENTIFIERS- *Hong Kong

This report examines and critiques specific aspects of instruction of two modules of an undergraduate program in Teaching English as a Second Language (BATESL) and describes attempts to transform the curriculum to more effectively foster and reflect applications of theory to the realities of the Hong Kong English as a Foreign Language (EFL) classroom. Students in the study were in their second term of first year BATESL courses; most had just graduated secondary school and had no experience in teaching. Feedback from 38 second-year students on their first-year program was also included in the research. Preliminary results are supported by data obtained from students' interviews and feedback on the modules' adequacy in preparing preservice students for the realities of the classroom. Of the 35 first-year students, 60 percent believed that visit to a school had the most impact on their feelings of being a real teacher; 45 percent believed that watching videos of teachers working in the classroom had an impact on their feelings. Second-year student responses varied from good to too much theory; most wanted more practical experience and relevance to the Hong Kong environment. Conclusions and recommendations are made for improving the structure, content, and delivery of courses in the preparation of these EFL teachers. (Contains 16 references.) (Author/NAV)

ED 394 309 FL 023 708

Towards Inclusion: A Handbook for English as a Second Language Course Designation, Senior 1-4: A Resource for Senior Years Schools.
PUB DATE- 95
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classification; Course Content; *Course Organization; *Curriculum Development; *Difficulty Level; *English (Second Language); Foreign Countries; High Schools; *Instructional Design; Mainstreaming; Second Language Programs
IDENTIFIERS- Canada; *Manitoba

The guide is intended to aid Manitoba's high school administrators and curriculum developers in adapting and classifying standard courses specifically for students of English as a Second Language (ESL). It begins with a description of the ESL course designation and a brief discussion of characteristics of the ESL learner. The distinction between the ESL and "modified" designation, for students with cognitive disabilities, is also made. Issues in identification of ESL students, deciding whether to adapt a course for ESL students, and implementing ESL courses are considered. Policy concerning the role of these courses in meeting graduation requirements, reporting ESL-designated courses, and support for change at the district level is discussed briefly. (Contains 21 references.) (MSE) question were matched with comparison schools in their districts, that were similar in level of student disadvantage and other factors. The 2-year evaluation measured student (n=313) progress from kindergarten entry (receptive vocabulary) to the end of first grade (phonetic synthesis skills, recognition of common sight words, and text comprehension). Analysis of the results indicates that the 2 years of instruction in the Success for All program were effective for both students taught in Spanish-English bilingual programs and in ESL programs. While the instruction raised the average student performance, it also raised the performance of the lowest-performing students, with some of the largest treatment effects occurring in this group. A suggested area for further research is the monitoring of achievement over time. (MSE)

ED 394 328 FL 023 736

Ward, Annita Marie
An Examination of Salem-Teikyo University's Conversational Tutoring Program: Perceptions of a Cross-Lingual Tutoring Program.
PUB DATE- Mar 95
NOTE- 10p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (29th, Long Beach, CA, March 26-April 1, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Second Language Programs; *Conversational Language Courses; *English (Second Language); *Foreign Students; Higher Education; Interpersonal Communication; Japanese; Program Effectiveness; Program Evaluation; *Student Adjustment; *Tutorial Programs
IDENTIFIERS- Salem Teikyo University WV

A study investigated the effectiveness of a Salem-Teikyo University (West Virginia) program of English-as-a-Second-Language conversational tutoring for a cohort of 185 Japanese students and a similar but smaller Japanese-as-a-Second-Language tutoring program for the English-speaking cohort. Data were gathered through surveys of faculty (n=4), program participants (n=50), and tutors (n=4) of both groups, and of the ESL director and tutor coordinator. Results indicate that all respondents found the program successful in developing student use of the target languages, establishing bonds between Japanese and American students, and helping Japanese students adjust to campus life. (MSE)

ED 394 329 FL 023 737

Meskill, Carla
U.S. Television and Non-native Speakers of English: Sociocultural and Sociolinguistic Issues.
PUB DATE- 96
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Broadcast Television; *English (Second Language); *Language Patterns; *Limited English Speaking; *Sociocultural Patterns; Sociolinguistics; *Television Viewing

Effectiveness; Organizational Communication; *Peer Relationship; Program Descriptions; Student Attitudes; Word Processing; *Writing Instruction
IDENTIFIERS- *Valparaiso University IN

A Valparaiso University (Indiana) computer network was used to investigate the use of campus electronic mail to encourage students in English-as-a-Second-Language reading and writing classes to increase communication among themselves, to make homework assignments more interesting, and to familiarize students with on-line composing and editing. Four types of activities used in the approach are described here. They include: (1) a vocabulary/idiomatic expression exchange, in which students are given an expression for which they must find and send a definition to everyone in the class including the teacher; (2) on-screen debate, in which two students discuss an issue on a split screen; (3) opinion collection, with each student sending an opinion to classmates and the class responding; and (4) an exercise in which students write a paragraph, reacting to a reading, movie, song, or controversial statement, for response by teacher or classmates. Samples of each are included. (MSE)

ED 394 349 FL 023 782

Savage, Alice
The Collaborative ESL Classroom: Perspectives and Techniques.
PUB DATE- 96
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Communication; *Classroom Environment; Classroom Techniques; *Cooperative Learning; *English (Second Language); Instructional Effectiveness; Language Teachers; Second Language Instruction; Second Language Learning; *Student Role; *Teacher Role

It is proposed that classroom collaboration has the potential to build a classroom learning community in which students turn to each other as resources and the teacher becomes one channel, among many, for learning. The demands that collaborative work places on students are examined, and the process of building a collaborative environment is explored, focusing on techniques that enhance learner awareness of the value of cooperation and promote sharing of knowledge and skills. The specific context addressed here is the English-as-a-Second-Language (ESL) classroom. An example of a traditional classroom practice that has been adapted to encourage empathy among participants and decrease teacher-dependence is presented. In this classroom exchange, four characteristics are noted: (1) respect for the speaker; (2) empathy for fellow classmates, with all participants invested in validating or correcting their hypotheses by observing peer efforts; (3) focus on learning at the point of need or discrepancy in understanding; and (4) students' recognition and use of one another as resources. Using the last 10 minutes of a class period for student response to the day's work is also recommended as effective in orchestrating community dialogue. (MSE)

ED 394 350 FL 023 783

Graves, Kathleen, Ed.
Teachers as Course Developers.
PUB DATE- 96

Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; *Administrator Role; *Blacks; Cultural Awareness; Cultural Differences; *Cultural Pluralism; Higher Education; National Surveys; *Personnel Management; Pilot Projects; *Public Administration
IDENTIFIERS- *African Americans

This paper presents the results of a pilot study of African American public administrators' attitudes toward cultural diversity management in the Fall of 1995. It is based on an open-ended national survey that was mailed to 394 federal, state, and local African American public administrators. The study asked respondents about the special knowledge and skills needed by administrators in managing a culturally diverse workforce and about programs that their agencies have developed to manage a culturally diverse workforce. Strategies of developing managerial competencies among women and minority employees were also examined. The small response rate (n=27 completed questionnaires) does not allow for substantive theoretical analyses; however, descriptive presentations of data are given. The paper provides suggestions for the development of a comprehensive national study of African American public administrators' attitudes toward cultural diversity management. A copy of the survey form is included. (Contains 61 references.) (MDM)

ED 394 370 HE 028 996

State Student Financial Aid. Report and Recommendations.
PUB DATE- Jan 96
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Change; *Educational Policy; Eligibility; Higher Education; Merit Scholarships; Postsecondary Education; *Program Evaluation; State Agencies; *State Aid; *State Programs; State Standards; *Student Financial Aid; Student Loan Programs; Work Study Programs
IDENTIFIERS- *Florida; Lottery

This report presents the results of a review of all state student financial aid programs in Florida and presents recommendations concerning program consolidation. The review was designed to address a variety of aid-related issues, including unexpended financial aid resources, program consolidation, budget request and aid distribution procedures, eligibility criteria, and a potential new lottery-funded program. Nineteen specific recommendations are outlined, including proposals to: (1) allow the consolidated student financial assistance trust fund to carry over a limited amount of its annual appropriation; (2) consolidate and simplify student eligibility criteria; (3) require all state-funded student aid programs to adopt minimum academic and financial need standards for eligibility; (4) eliminate the requirement that only non-profit institutions may participate in the Florida Work Study Program; (5) curtail increases in merit-based aid or increase need-based aid; (6) include a financial needs test in the state's merit-based aid programs; and (7) phase in over a 4-year period any lottery-funded scholarship program adopted by the state. Two appendixes provide tabular data and information on the activities of the Florida Statewide Task Force on Student Financial Aid. (MDM)

ED 394 371 HE 028 997

opportunities, trends, and descriptions of sample entry- to mid-level jobs. The second section focuses on how to select a college with suggestions for exploring and evaluating college programs in teaching. It includes information on financial aid, the admission process for international students, and internships. The third section contains brief profiles of U.S. undergraduate institutions offering teaching programs. This section is organized alphabetically by school and includes institutional name, geographic location, general description of the college, majors offered, and admissions contact information. The fourth section is an alphabetical listing of the institutions profiled. Finally, a computer disk provides more in-depth profiles of the schools and their teaching programs. Additional information for each school is provided on the disk such as undergraduate and international student enrollment, expenses, financial aid availability, number of full-time and part-time faculty in the teaching program, and average in-the-field work experience of faculty. Users can search for programs on the disk by type of institution, geographic location, majors, and entrance difficulty. (DB)

ED 394 391 HE 029 082

Peterson's Guide to Colleges for Careers in Allied Health.
PUB DATE- 96
NOTE- 144p.; Includes a computer disk with expanded directory information for use on PC computers.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Allied Health Occupations; *Allied Health Occupations Education; *Career Choice; *College Choice; Higher Education; Majors (Students); Undergraduate Study

This guide contains guidelines for evaluating a career in allied health, for selecting a college. The guide profiles undergraduate programs at approximately 750 institutions of higher education in the United States. The directory is divided into five main sections. The first section offers guidelines for evaluating a career in allied health. It includes a brief essay by an allied health professional and an overview of the field, including employment opportunities, trends, and descriptions of sample entry- to mid-level jobs. The second section focuses on how to select a college, with suggestions for exploring and evaluating college programs in allied health. It includes information on financial aid, the admission process for international students, and internships. The third section contains brief profiles of U.S. undergraduate institutions offering allied health programs. This section is organized alphabetically by school and includes institutional name, geographic location, general description of the college, majors offered, and admissions contact. The fourth section is an alphabetical listing of the institutions profiled. Finally, a computer disk provides more in-depth profiles of the schools and their allied health programs. Additional information for each school is provided on the disk, such as undergraduate and international student enrollment, expenses, financial aid availability, number of full-time and part-time faculty in the allied health program, and average in-the-field work experience of faculty. Users can search for programs on the disk by type of institution, geographic location, majors, and entrance

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Automation; Colleges; *Computer Software Evaluation; Computer Software Reviews; *Computer Software Selection; Educational Technology; Higher Education; *Scheduling; School Schedules; Secondary Education; Secondary Schools; Technological Advancement; Time Management
IDENTIFIERS- *Midwestern Higher Education Commission; North Central Association of Colleges and Schools

This final report describes activities and findings of a project which examined computer-automated scheduling in institutions for higher education and secondary schools and selected two sources for scheduling systems products which it recommends to institutions in the member states of the Midwestern Higher Education Commission and members of the North Central Association of Colleges and Secondary Schools. It notes that automated systems can achieve significant administrative and cost efficiencies, but most are financially unattainable. The project selected two companies--Universal Algorithms and Applied Business Technologies--after a comprehensive review of available products and services over an 18-month period of research and inquiry. Submitted software was assessed for functional requirements, service expectations, and financial parameters for academic scheduling and management software in higher and secondary education. Negotiation of special pricing was accomplished to bring computer aided course scheduling on a variety of platforms within the financial reach of virtually all member institutions. Appendixes include detailed product information, survey results, and a copy of the original Request For Proposal. (Author/NAV)

ED 394 408 HE 029 102

Kelder, Richard, Ed.
Theories of Learning: Teaching for Understanding and Creativity. Selected Papers from the Annual Conference of the Institute for the Study of Postsecondary Pedagogy (4th).
PUB DATE- 94
NOTE- 232p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Books (010),Collected Works - Proceedings (021),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Students; Art Appreciation; *Creative Teaching; Creativity; Critical Thinking; Evaluation; General Education; Higher Education; High Risk Students; Instruction; Journal Writing; Lawyers; *Learning Theories; Mathematical Logic; Multimedia Instruction; Portfolio Assessment; Problem Solving; Reading Skills; Retention (Psychology); Student Centered Curriculum; Technology Transfer; Writing Strategies
IDENTIFIERS- Gardner (Howard); Sternberg (Robert)

This book presents 24 papers dealing with learning theory and its application at the postsecondary level, many stemming from the ideas of Robert Sternberg and Howard Gardner. Articles include: (1) "Introduction" (Richard Kelder); (2) "Teaching Variability in Problem Solving" (Patricia D. Stokes); (3) "Cognitive Theory and Teaching Critical Thinking: The Lawyer's Approach to Postsecondary Education" (Stephen Schoeman); (4) "Is There a Fit Between Critical Thinking Theory and Cognitive Theory" (William R. Brown); (5) "Assessing Assessment" (Judith Entes and Richard L. Larson); (6) "Wrestling With Angels" (Gayle Whittier); (7) "Food For Thought: Writing and the Domain Beyond the Cognitive" (Alice G. Brand); (8) "Crossing Academic and training over 10,000 teachers to build a public school system in the South. Sears' early life in Massachusetts, as well as her teaching experiences in Maine and Boston are explored as they relate to her term as an administrator in Minnesota and her later years as a respected educator of teachers in Tennessee. Included in the study's contextual framework are discussions of nineteenth century feminism, women in higher education administration in the late nineteenth century, women's entry into professions, early state coordinating boards, the normal school movement, Mankato State Normal School, and early education in Massachusetts. Contains 284 references. Three short appendixes include the birth record of Julia Ann Sears; a newspaper article by Sears in the Mankato Weekly Review explaining her position on the nonrenewal of her contract; and a citizens petition to the State Normal School Board. Tables list: (1) Normal Schools in the United States and Canada in the Early Years, (2) Faculty Salaries, 1871-72 vs. 1872-73, and (3) Faculty Salaries 1873-74. (Author/NAV)

ED 394 425 HE 029 119

Simsek, Hasan; Aytemiz, Dilkan
Anomaly-Based Change in Higher Education: The Case of a Large, Turkish Public University.
PUB DATE- Apr 96
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-13, 1996). Research was funded by the Mustafa M. Parlar Education and Research Foundation, Ankara, Turkey.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrative Policy; *Change Strategies; *Educational Policy; Educational Practices; Foreign Countries; Higher Education; International Education; Organizational Change; Program Effectiveness; Public Education; Public Opinion; *School Restructuring
IDENTIFIERS- Middle East Technical University; Turkey

This paper analyzes an institutional change in a large, Turkish public university, the Middle East Technical University (METU), by using an anomaly-based organizational change model. The model explains change as an organizational response to anomalies caused by internal and external organizational conditions. The study used a qualitative case study design that included interviews with 51 individuals: deans, department heads, faculty, students, unit heads, and administrative personnel. Open-ended interviews, typically about 45 minutes, were used with the informants to elicit their ideas on the most important issues or problems facing the University. Interviews were audiotaped and later transcribed, yielding about 200 pages for thematic content analysis. Various institution-specific documents were also reviewed as secondary source data, such as speeches, administrative memos, bulletins, statistical information, and historical documents. Interview findings identified six sets of major organizational issues facing METU: general status, students, academic staff, administration and governance, teaching and learning, and physical infrastructure and facilities. These are compared with a separate set of anomalies, devised from the document study, that are attributed to changes sought by the president of the institution. A great deal of overlap was found between the two sets with some differences in the community direction and spirit. Results confirm that recognition of anomalies does not require the

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Development; *Adult Learning; Age Differences; *College Faculty; Comparative Analysis; *Educational Attainment; *Intellectual Development; *Learning Strategies; Relationship; Sex Differences; Technical Institutes
IDENTIFIERS- Focus Groups

A study compared the intellectual development among 118 technical college instructors aged 35-65 who had different educational backgrounds. In a 3 x 2 factor design, 3 groups of educational experience (no baccalaureate degree, baccalaureate degree, and master's degree) were represented, with 20 subjects (10 men and 10 women) in each group. The subjects completed the Learning Environment Preferences (LEP), a survey that was developed by William Moore on the basis of William Perry's Schema of Intellectual and Ethical Development. The LEP consists of five domains related to epistemology and approaches to learning: view of knowledge and course content; role of the instructor; role of student and peers in the classroom; classroom atmosphere; and role of evaluation. Qualitative data were also collected in four focus group discussions. Those instructors with master's degrees scored significantly higher in intellectual development than did those instructors with either a baccalaureate or less than a baccalaureate degree. Gender also appeared to be related to intellectual development (women scored significantly higher in intellectual development than men did). Age, on the other hand, did not appear to be significantly related to intellectual development. (Contains 22 references.) (MN)

ED 393 977 CE 071 267

Davies, Susan
Educational Intervention for Nurse Managers in a Situation of Need for Rapid Change.
PUB DATE- Apr 96
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; Allied Health Occupations Education; *Curriculum Development; Foreign Countries; *Inservice Education; *Management Development; *Needs Assessment; *Nurses; Nursing Homes; *Outcomes of Education; Pretests Posttests; Professional Continuing Education; Questionnaires; Records (Forms); Student Attitudes
IDENTIFIERS- *Nursing Directors; Quebec

The principles of action research were used to identify the reasons for substandard patient care in two long-term care facilities in Quebec; then, a 20-hour inservice education course for nurse managers at the facilities was developed, presented, and evaluated. Fifteen nurse managers (1 director of nursing, 12 health care managers, and 2 nurse clinicians) who volunteered for the study completed a learning needs assessment to identify their work-related values and gaps in their managerial and clinical expertise and self-efficacy. The nurses then participated in 10 2-hour training sessions that were designed on the basis of the needs assessment and ongoing discussions. At the end of the 10-week ccurse, participants completed 2-hour written evaluations. One month later, they

*Beliefs; *Educational Needs; Learning Theories; *Literacy Education; Needs Assessment; Organizational Change; Organizations (Groups); Program Design; Program Development; Program Implementation; *Teacher Attitudes; Teaching Methods; *Workplace Literacy

This document is designed to engage workplace educators in thinking about the ideas and issues that the BEST Better Education Skills Training team have found to be important in shaping how they conduct their workplace education program. Its format is that of answers to questions that shape program planning and implementation. Students' quotations and teacher narratives are included as illustrations. The section on the changing workplace addresses how workplace changes affect the need for workers' education. The section on program design covers how to design a program to meet the needs of workplace education and how students' needs and choices get put into the curriculum. The section on beliefs and theories addresses the following: one's own beliefs about teaching and learning that influence how and what one teaches, how beliefs about how people read and learn to read influence teaching, Gardner's theory of multiple intelligences, and metacognition and its impact on communication. The section on practices discusses these topics: how to help learners to learn; how to teach the processes of problem-solving, writing, and reading; how the workplace instructor handles diverse needs in the classroom; and the skills identified by the Secretary of Labor's Commission on Achieving Necessary Skills. The final section on the business culture includes what it is helpful to know about the organization, problems in the organizational context, coordination with existing training department efforts, and how to support a culture of learning. Contains an annotated bibliography of 20 selected works on workplace literacy. (YLB)

ED 393 996 CE 071 293

Hazardous Communication and Tools for Quality: Basic Statistics. Responsive Text. Educational Materials for the Workplace.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 96
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Adult Literacy; *Communication Skills; *Computer Assisted Instruction; *Hazardous Materials; *Job Skills; Learning Modules; Problem Solving; *Reading Instruction; Reading Skills; *Total Quality Management; Vocational Education

This guide provides a description of Responsive Text (RT), a method for presenting job-relevant information within a computer-based support system. A summary of what RT is and why it is important is provided first. The first section of the guide provides a brief overview of what research tells about the reading process and how the general design of RT conforms to current theoretical views of reading. This review of reading theory provides a framework for a detailed description of RT design and operation. The balance of the document describes the RT lessons, including the following: the four-lesson sequence, Working with Hazardous Materials, which covers the major hazardous materials topics required by the Occupational Safety and Health Administration; the three modules in Tools for Quality that introduce some skills and techniques used in most covered in 11 90-minute classes. The plan consists of discussion topics, political cartoons, articles, and the plan for establishing a class government. A breakdown of the social studies test is included to illustrate the importance of understanding government and law for success on the General Educational Development tests. Lessons cover the following topics: introduction, the Constitution, the two-party system, democracy in action--the election process, the executive branch, the legislative branch, the judicial branch, and the amendment process. Each lesson contains an introduction, questions, and important points. Contents of the appendixes include the following: a political terminology checklist; breakdown of practice tests; quotations; newspaper articles and political cartoons; readings on political systems and the Constitution; a highly condensed version of the Constitution; a sample constitution; readings on political parties and reading for information; a short story on town meeting day; readings on officials and the elections, voter registration, and the electoral college; information on reading tables, graphs, and diagrams; a reading on mayors; a short story about a mayor; readings on checks and balances, mistakes of new presidents, and the Bill of Rights. Contains 17 references. (YLB)

ED 394 016 CE 071 347

Tubman, Alan
Essay Development and Organization for the GED Examination.
SPONS. AGENCY- Massachusetts State Dept. of Education, Boston. Bureau of Adult Education.
PUB DATE- 16 Aug 93
NOTE- 194p.; Some pages in the attachments contain filled print.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Essays; *High School Equivalency Programs; *Writing (Composition); Writing Assignments; Writing Evaluation; Writing Exercises; *Writing Instruction; *Writing Skills; Writing Strategies
IDENTIFIERS- 353 Project; General Educational Development Tests

Developed as a teaching aid for a General Educational Development (GED) preparation class, this essay writing guide gives students the tools they need to develop and organize ideas for writing an essay with confidence. By following a sequential procedure in this very structured approach, students learn to turn out a well-organized essay. The material begins with an introduction to the teacher that provides the purpose, format of the completed essay, and content of the package. Instructions are provided for using the package that includes material for the development of five essays. The essay topics are to introduced to the students and sample essays are to be developed step by step from conception to finished product. Attachments include the presentation material, which comes in the form of a series of 8 1/2" by 11" frames. The basic presentation consists of 23 numbered frames. There are two types of frames. Frames 1, 2, 3, 9, 10, 12, 13, 14, 16, 19, 21, 22, and 23 are skeleton frames that are to be used with all the essays. The others are specific to the five sample essays and can be identified by the letter suffix on each frame number. (YLB)

ED 394 017 CE 071 348

Cason, Ann; Shoufler, Ann

PUB DATE- 96
NOTE- 74p.; This report presents the results of two evaluations funded by Scottish Enterprise.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Education Work Relationship; *Faculty Development; Foreign Countries; *Partnerships in Education; *Program Effectiveness; Program Evaluation; *School Business Relationship; Vocational Education; Vocational Education Teachers; *Work Experience Programs
IDENTIFIERS- *Scotland

This publication reports two evaluations carried out in 1995 that concerned initiatives in Scotland aimed to encourage the further development of links between education and industry. "Focus on Partnership" discusses a study to review the effectiveness of the Education Business Partnerships (EBP) initiative and the resulting policy implications and to suggest how the Teacher Placement Service (TPS) might best be organized in the future. This study included interviews with 11 key informants in business and education, 5 focus group meetings, a mail survey of 18 school board members and 13 EBP managers, and a telephone survey of 7 EBP conveners. These conclusions are reported: EBPs are generally perceived as fulfilling a coordinating function; EBPs have brought education and business closer together; success is at the level of divisionwide rather than school-based initiatives; and local strategies are best developed through an iterative process among Local Enterprise Companies, EBPs, and other partners. Criteria essential to success of a partnership are identified. "Changing Places" reports research that explored the concept of teacher placement and the extent to which it was capable of delivering effective staff development. This study included interviews with 5 key informants, case studies of TPS in 3 regions, 2 focus group meetings, and a Delphi panel of 20 informants. These conclusions are reported: the way teacher placement is conceptualized and operationalized varies greatly; those with personal experience of teacher placement are most positive about its role in staff development; quality placements produce extremely cost-effective curriculum and personal development for teachers; and there is little evidence that placements are integrated into school development planning. Criteria for successful teacher placements are identified. The report contains 24 references, a topic guide for the TPS evaluation, and collated issues from the Delphi group. (YLB)

ED 394 037 CE 071 394

Llorente, Juan Carlos
Problem Solving and Constitution of Knowledge at Work. Research Bulletin 92.
PUB DATE- 96
NOTE- 281p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Adult Education; *Adult Learning; Adult Literacy; Adults; Building Trades; Case Studies; Comparative Analysis; *Developmental Tasks; *Educationally Disadvantaged; Foreign Countries; Household Workers; Illiteracy; *Learning Processes; Learning Strategies; Models; *Piagetian Theory; *Problem Solving; Rural Areas; Task Analysis
IDENTIFIERS- *Argentina

PUB DATE- 95
NOTE- 832p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; Business; *Career Development; *Career Ladders; *Corporations; Data Analysis; Data Collection; Education Work Relationship; Employment Level; Employment Patterns; *Industrial Structure; Labor Turnover; Performance Factors; Predictor Variables; *Probability; *Promotion (Occupational); Research Methodology; Statistical Analysis; Success; Tables (Data); Trend Analysis

The employment records of a large northeastern manufacturing plant were analyzed to test the opportunity for career advancement within a large-scale industrial establishment. The employment records analyzed covered the years 1921 through 1937 and more than 28,000 different employees (male and female). The company was selected as being representative of industrial plants in general for several reasons. Both crude (X-type, or probable happenings for individuals in a single plant) and lifetime (Y-type, or probable happenings for individuals employed in a series of plants) probabilities were calculated during analyses of the following: patterns of entering, ascending, and leaving the corporate structure; promotion level; the relationship between education and the promotion-demotion process; the relationship between intelligence and the promotion-demotion process; and family influence in the promotion process. Education proved more important for career advancement to higher-level managerial/executive positions than to lower-level managerial/supervisory positions. Individuals with higher intelligence had a progressive advantage in climbing the corporate ladder. Finally, many of the individuals who reached the highest levels of company management could not have done so without their family ties. (Eighty-eight tables are included. Appendixes constituting approximately 40% of the book include 85 tables containing detailed information on the estimating procedures and methods used to calculate the various crude and lifetime probabilities analyzed in the study.) (MN)

ED 394 056 CE 071 442

Granovetter, Mark
Getting a Job. A Study of Contacts and Careers. Second Edition.
PUB DATE- 95
NOTE- 251p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Dislocated Workers; *Employment Opportunities; *Job Applicants; *Job Placement; *Job Search Methods; Labor Market; *Networks; Unemployment
IDENTIFIERS- *Massachusetts (Newton)

A study was conducted in 1974 to determine how professional, technical, and managerial males obtain the information that leads to getting a job. Data were gathered by selecting a random sample of 457 men in Newton, Massachusetts, who had changed jobs within the previous 5 years. Personal interviews were conducted with 100 men and 182 mailed surveys were returned. Personal contact was found to be the predominant method of finding out about jobs, and jobs found by personal contact often were of better quality and paid better than jobs found by more formal means (such as answering help-wanted advertisements). Structural factors were found to be the strongest influence on what information about jobs was received

EDRS Price- MF03/PC26 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Competence; *Competency Based Education; *Daily Living Skills; Educational Needs; High School Equivalency Programs; Learning Activities; *Literacy Education; State Curriculum Guides; Teaching Methods
IDENTIFIERS- General Educational Development Tests; *Kentucky

This curriculum was developed to assist adult education teachers (especially in Kentucky) to prepare adults to function in today's society and that of the next century. Materials in the guide go beyond preparing adults to pass the General Educational Development (GED) test to preparing them with life skills. The curriculum includes traditional subject areas plus related life skills such as critical thinking skills, self-management, interpersonal skills, and technology and tools. The curriculum is divided into 16 duty areas, with learning activities that integrate academic skills with life skills throughout the curriculum. The 16 subject categories are as follows: communication skills; mathematics; community resources; consumer economics; cultural diversity; employability and occupational skills; family relationships; government and citizenship; health and wellness; home management; interpersonal and social skills; self-management skills; science; social studies; technology and tools; and thinking skills. They were identified through a modified DACUM (Developing a Curriculum) process as important for adults to function adequately in today's society. Each subject area is divided into three levels of instruction: beginning (literacy level), intermediate (adult basic education), and advanced (pre-GED). Each section of the guide is further divided into six progress benchmarks that represent performance goals (what students should be able to demonstrate upon completion of the material). Learning activities within each benchmark are designed to be progressively more difficult, culminating with a benchmark test. Sample individual and group activities are included. The sections of each duty area are as follows: level, competencies, related skills, prerequisites, progress benchmarks, terminology, reflections, benchmark task, basic content areas, sample learning activities, resources, additional learning activities, and worksheets. The guide also contains directions for use, addresses of publishers of instructional resources, and a topical index. (KC)

ED 394 074 CE 071 500

Dehner, Mary
How To Move from College into a Secure Job.
PUB DATE- 94
NOTE- 205p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Career Development; Career Planning; *College Graduates; *Education Work Relationship; Employment Interviews; Employment Potential; *Entry Workers; Job Application; *Job Search Methods; *Self Evaluation (Individuals); Young Adults

This book is designed to help recent college graduates and persons who are between jobs to find and keep a secure job. It helps readers to analyze themselves and their potential for getting a job. It includes information on the following: self-analysis and defining abilities, getting started with a plan and job search, what is personally important, organizing a resume and putting it together, how long it takes to research a

Patterson, Bryan T.
Racial Attitude Development and Inter-Ethnic Experiences of White University Students.
PUB DATE- 11 Aug 95
NOTE- 19p.; Paper presented at the Annual Convention of the American Psychological Association (103rd, New York, NY, August 11-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Attitude Measures; *College Students; Cultural Interrelationships; Cultural Pluralism; Ethnic Groups; Ethnic Relations; Higher Education; *Intercultural Communication; *Racial Attitudes; Social Attitudes; *White Students

Relations between ethnic groups on the nation's college campuses are being viewed with increasing interest. Research suggests that the presence of certain types of interracial or inter-ethnic experiences appear to positively influence White college students' racial attitudes. The purpose of this document is to address how the racial attitudes of White university students may develop throughout college in relation to academic class level and to specific inter-ethnic experiences. White college students (n=270) completed a packet including the White Racial Identity Attitude Scale, the Purdue Master Attitude Scale, and the Inter-ethnic Experiences Questionnaire (created for this study). Results indicated students do not differ by academic level in racial identity and attitudes reported. This finding suggests that White university students do not seem to develop more positive nor more negative racial attitudes as they progress through college. Other results indicated that social experience is related to overall racial identity and to attitudes toward Black and Hispanic persons. Analyses did not support that social experience contributed to attitudes regarding Asian American or American Indian persons. Limitations addressed were the time of year students were surveyed, the non-random, cross sectional nature of the study, and generalizability concerns. Multiple recommendations were addressed. Contains 19 references and 6 tables. (JBJ)

ED 394 094 CG 026 921

Campbell-Peralta, Pamela J.
Reducing Suspensions of Minority Males through a Group Guidance/Mentoring Intervention Program.
PUB DATE- 28 Jun 95
NOTE- 101p.; Master of Science Research Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Failure; At Risk Persons; Behavior Modification; Grade 7; *Group Guidance; *High Risk Students; *Intervention; Junior High Schools; *Males; Mentors; *Minority Groups; Peer Teaching; Suspension; Tutoring

The 1990s are being labeled as the era of juvenile crime and violence. This program was developed, implemented, and targeted for adolescent minority males (n=25), in order to: (1) help identify at-risk students; (2) provide guidance; (3) provide strategies for academic success; (4) provide mentors; and (5) reduce the number of suspensions. Faculty and staff were first other sexually-transmitted diseases (STDs), and unintended pregnancies; (5) dietary behaviors; and (6) physical activity. The conclusion was drawn that Ohio students' overall behaviors are relatively healthy. Some key findings showed that most Ohio students did not carry a weapon in the past 30 days, and during the past year most had not considered attempting suicide. Awareness of the risks of AIDS/HIV was high; and most students did not use drugs. About half reported healthy eating habits, eating fruit and vegetables and avoiding fatty meats, and more than half maintained a healthy level of physical activity. Key areas for needed improvement include, but are not limited to: alcohol use, physical violence, cigarette smoking, and vehicle safety. Drinking at least one drink of alcohol was reported among 80% of respondents; 44% had been involved in a physical fight in the past year; and 69% had tried smoking tobacco. Twenty-eight percent of surveyed students rarely or never wore a seat belt while riding in a car driven by someone else. Only 1% always wore bicycle helmets when on a bike. Contains 40 references, a copy of the survey instrument, and a response form. (TS)

ED 394 114 CG 026 965

Stickel, Sue A.; Ametrano, Irene Mass
Clinical Training: Restructuring the On-Campus Counselor Education Laboratory.
PUB DATE- 23 Feb 96
NOTE- 15p.; Paper presented at the Annual Conference of the Eastern Educational Research Association (19th, Cambridge, MA, February 21-24, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Programs; Counseling; Counselor Educators; *Counselor Training; Higher Education; *Learning Laboratories; Program Evaluation; Program Improvement
IDENTIFIERS- *Eastern Michigan University

This study is designed to document and evaluate how one program is attempting to transform a long established training model to meet current standards for training licensed professional counselors and for continuing program accreditation. A formative, or process, evaluation method has been implemented to evaluate and, simultaneously, to improve the on-campus practicum laboratory at Eastern Michigan University. One type of program evaluation involves the collection, analysis, and interpretation of data about an already existing program to determine the ways in which the program is and is not operating as planned and to fine-tune the program. Both qualitative and quantitative data have been collected in the current study. Several themes have emerged from the data analyzed thus far. These include: (1) the resilience of the original practicum model, which has remained in place since the early 1960's; (2) the need for developing a service mission for the practicum, as well as clarification of how that service interfaces with other university services; and (3) increased need for departmental, as opposed to individual faculty, responsibility in defining standards. Minimum hourly requirements for counseling and supervision, as well as the "nature" of the practicum experience, must now be defined by departmental faculty as a whole. Continued research is recommended. Contains 11 references. (TS)

ED 394 115 CG 026 966

NOTE- 235p.; Foreword by Donald H. Graves.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Cultural Influences; *Family Environment; *Family Influence; *Family School Relationship; Grade 4; Intermediate Grades; *Literacy
IDENTIFIERS- Family Literacy; Multiple Intelligences

Providing a much needed window into children's home lives and learnings, uncovering multiple literacies that need to be valued in their own right, this book shows how familial influences on children lead them to develop particular strengths and describes the features of home learning that teachers should understand and consider. The book tells the tale of 3 fourth-grade children: "Eric," struggling with print but handy with tools and mechanical things; "Kelly," talkative but lacking confidence in her ability to read and write; and "Janette," literate in print and successful--though quiet--in school. After a foreword by Donald H. Graves and an introduction, chapters in the book are (1) Literacy/Literacies; (2) Getting Acquainted: School; (3) Getting Acquainted: Homes and Families; (4) Kelly: Seeking Connections; (5) Eric: Show, Don't Tell; (6) Janette: When Home and School Literacies Fit; (7) Merging Home and School Literacies; and (8) Where Do We Go from Here? (Contains 128 references. Appendixes address research methods and provide a questionnaire for parents.) (RS)

ED 394 134 CS 012 432

Goodman, Ken
On Reading. A Common-Sense Look at the Nature of Language and the Science of Reading.
PUB DATE- 96
NOTE- 162p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Education; Language Processing; Literacy; Miscue Analysis; *Reading; Reading Instruction; *Reading Processes; *Reading Research; Writing Instruction
IDENTIFIERS- *Text Processing (Reading)

Suggesting that the process of reading, however complex, is knowable, and that the scientific study of reading is both necessary and possible, this book brings together what has been learned through the scientific study of reading by carefully observing readers in the act of reading. The book looks at reading in the real world, at how readers and writers try to make sense with each other. Chapters in the book are (1) What Is Reading?; (2) What Is Language?; (3) How Language Works; (4) How Proficient Reading Works; (5) How Developing Reading Works; (6) How Written Text Works; (7) The Reading Process: Cycles and Strategies; and (8) Larning and Teaching Reading and Writing. Contains a 36-item bibliography, a 10-item list of reading materials used for miscue analysis, and a 20-item list of more books on reading and writing instruction. (RS)

ED 394 135 CS 012 433

D'Alessio, Judith A.

This booklet contains nine papers presented at the Communications Conference of the Association of Jesuit Colleges and Universities. The booklet begins with the conference program, a list of attendees, and notes of the business meeting of the Association. Papers in the booklet are "Opening Remarks: A Call to Inaction" (Andrew Ciofalo); "Eloquentia Perfecta in a Multimedia Society" (W. Barnett Pearce); "17 Short Papers about Jesuit Communication" (Richard Blake); "Rome Meeting Articulates New Role for Jesuits in Communication Culture" (William E. Biernatzki); "The CSCC and Cooperative Work in the AJCU-CC" (Paul A. Soukup); "Looking for a Jesuit, Catholic Identity in Course Syllabi" (Mary Ann Danielson); "Privacy and Confidentiality as Ethical Issues in Corporate Communications" (Thomas A. Schick and Ida Critelli Schick); "Fordham's New York City Semester" (Ron Jacobson); and "Mission Statement" (Centre for the Study of Communication and Culture). (RS)

ED 394 155   CS 509 232

Higgins, Mary Anne
Losing the Academic Voice and Reaching a Larger Audience.
PUB DATE- Nov 95
NOTE- 11p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Awareness; Authors; *Autobiographies; College Faculty; *Creative Writing; *Females; Feminism; Higher Education; Personal Narratives; Publications; *Writing for Publication
IDENTIFIERS- Academic Discourse; *Personal Writing; *Voice (Rhetoric)

Inspired by a writing group that met regularly in North Carolina, Alice Kaplan of Duke University decided to write a memoir at the age of 38. Practiced in the third-person perspective and schooled in a scholarly writing style, Kaplan found it difficult to write first-person narrative. The transition challenged her: she had not realized what an intellectual she had become, estranged from expressing her own emotions. In her four-part memoir, "French Lessons," Kaplan shares many emotional experiences with her readers as she recounts some painful incidents from her childhood and adult life. She succeeds in "breaking the fourth wall" or reaching her audience directly. The dramatic actor's metaphor is doubly appropriate to Kaplan because it is her passion for French that links her to her audience and her research to her teaching. In part 1, she recalls childhood memories; in part 2 her boarding-school years and first contact with French; in part 3 her life as a young scholar; and in part 4 her transition from student to teacher. Another scholar, G. E. Kirsch intereviewed 35 women about their writing preferences and styles. "Women Writing the Academy: Audience, Authority and Transformation" discusses their responses. Kirsch describes the major theme that emerged across the interviews: each respondent wanted to write for a larger audience. (Contains six references.) (TB)

ED 394 156   CS 509 236

McDaniel, Ed
The Construct of Emotion in the Study of Nonverbal Communication:

the chapters argue, is a rhetoric of devolution in a context of centralism. The shift to school-based management justifies the state's avoidance of its social responsibility to provide an equitable quality education for all; promotes greater inequality; detracts from educational issues; may lower teacher quality; and cuts resources for education. Following the introduction, chapters include: (1) "Democratic Participation or Efficient Site Management: The Social and Political Location of the Self-Managing School" (Lawrence Angus); (2) "The New Right and the Self-Managing School" (Jack Demaine); (3) "Paradigm Shifts and Site-based Management in the United States: Toward a Paradigm of Social Empowerment" (Gary L. Anderson and Alexandra Dixon); (4) "Culture, Cost and Control: Self-Management and Entrepreneurial Schooling in England and Wales" (Stephen J. Ball); (5) "Reinventing Square Wheels: Planning for Schools to Ignore Realities" (Marie Brennan); (6) "The Evaluative State and Sefl-Management in Education: Cause for Reflection?" (David Hartley); (7) "The Politics of Devolution, Self-Management and Post-Fordism in Schools" (Susan L. Robertson); (8) "Pushing Crisis and Stress down the Line: The Self-Managing School" (Peter Watkins); (9) "Managerialism, Market Liberalism and the Move to Self-Managing Schools in New Zealand" (John A. Codd); (10) "Teaching Cultures and School-based Management: Towards a Collaborative Reconstruction" (Andrew C. Sparkes and Martin Bloomer); (11) "'And Your Corporate Manager Will Set You Free...': Devolution in South Australian Education" (Brendan Ryan); (12) "Managerialism and Market Forces in Vocational Education: 'Balkanizing' Education in the 'Banana Republic'" (Peter Kell); and (13) "Self-Managing Schools, Choice and Equity" (Geoffrey Walford). One figure and an index are included. References accompany each chapter. (LMI)

ED 394 174 EA 027 491

Bridges, David, Ed.; Husbands, Chris, Ed.
Consorting and Collaborating in the Education Marketplace.
PUB DATE- 96
NOTE- 192p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Competition; *Consortia; Cooperative Programs; Coordination; *Educational Cooperation; Elementary Secondary Education; Foreign Countries; Higher Education; Institutional Cooperation; *Networks; *Partnerships in Education; *Regional Cooperation; *Shared Resources and Services
IDENTIFIERS- *United Kingdom

This book describes one of the somewhat paradoxical consequences of the development of the education market place--the development of collaborative relations and infrastructures between competing institutions. Fourteen chapters written by participants in collaborative arrangements describe and analyze their responses to the market place and consider the implications of collaborative relationships, including consortia, for the future development of education. Following the first chapter, "The Education Market Place and the Collaborative Response: An Introduction," part 1 offers descriptions of different collaborative arrangements. Chapters include: (2) "Schools, Markets and Collaboration: New Models for Educational Polity?" (Chris Husbands); (3) "Collaboration: A Condition of Survival for Small Rural Schools?" (Linda Hargreaves); (4) "Collaboration, Competition and Cross-phase new service strategies. A conclusion is that in response to weaknesses of traditional policy tools, a new set of state and federal policy reforms is beginning to emerge. Key components include more rigorous academic standards and curriculum frameworks; outcomes-driven accountability systems; more decentralized, coordinated, and citizen-responsive service-delivery arrangements; and funding strategies that focus on the assumed quality and adequacy of resource inputs in meeting designated student-achievement levels. These new initiatives differ from previous approaches in at least three ways: (1) their focus on performance outcomes; (2) the placing of policies for special-needs students within the context of improving the overall educational system; and (3) and a decreased reliance on state regulatory instruments. The future external policy environment will see a diminished federal role and tight funding constraints. The devolution of educational governance--in the form of charter schools, school choice, and block grants--may well thrive under these conditions. Information on the Finance Project and available resources is included. (Contains 28 references.) (LMI)

ED 394 192 EA 027 515

Triplett, Tom
Legal Issues and Constraints Affecting Finance Reform for Education and Related Services.
PUB DATE- Nov 95
NOTE- 34p.; For related studies of systemic revenue generation issues for education and other children's services, see EA 027 510-511, and EA 027 513.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Affirmative Action; Block Grants; Constitutional Law; *Court Litigation; Due Process; Educational Finance; Educational Vouchers; Elementary Secondary Education; Equal Protection; Expenditures; *Federal Legislation; Federal State Relationship; *Finance Reform; Human Services; *Income; Local Government; Policy Formation; State Church Separation; State Government; *State Legislation; Tax Allocation

This paper examines the federal and state constitutional and statutory issues that affect the capacity of governments to raise revenue for education and other children's services, including mandates and key legislation that limit revenues, expenditures, and borrowing. The paper is divided into three major sections: (1) legal issues affecting revenues raised by state and local governments; (2) legal issues affecting expenditures for education and related services; and (3) a summary and suggestions for policymakers. A conclusion is that there are legal limitations affecting the scope of finance reform. However, the limitations can be avoided, or at least mitigated, by careful drafting of state laws and regulations. Policymakers should consider the following building blocks for a reform package: (1) update and amend education clauses in state constitutions to reflect policymakers' educational goals; (2) design comprehensive reform that is not limited to education finance; (3) interrelate education and related social-support services; and (4) take advantage of the opportunities provided by recent federal court decisions and congressional block grants to design reforms. Information on the Finance Project and available resources is included. (LMI)

ED 394 193 EA 027 516

Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Administrators; Black Studies; Board Administrator Relationship; *Civil Rights; Community Colleges; Compliance (Legal); Constitutional Law; *Court Litigation; *Dismissal (Personnel); Due Process; *Educational Administration; *Legal Problems; Politics of Education; *Two Year Colleges

IDENTIFIERS- *Supreme Court

This book describes the actions that led to the 1973 United States Supreme Court case to establish administrator rights, "Holstrop v. Illinois Junior College District 515." The book was written by the plaintiff, who believed that he had been illegally removed from his presidency at Prairie State College, a junior college in Illinois. Part 1 describes the context of the college and community and the events that created conflict among the school board, community, students, faculty, and administration. Parts 2 and 3 describe the college president's perceptions of the conflict that developed over funding a Black Studies program. Part 4 describes subsequent legal proceedings. Information on how to protect administrators' civil rights and jobs is offered in Part 5. "Holstrop" applies to all public administrators, managers, and supervisors who work for a tax-supported local, state, or federal agency. All forms of civil service, not only education, are affected. A glossary and extensive appendices are included. The appendices contain the full briefs and arguments by each of the contesting parties and the opinions and decisions of the lower courts. (LMI)

ED 394 213 EA 027 540

Thorpe, Ronald, Ed.

The First Year as Principal: Real World Stories from America's Principals.

PUB DATE- 95

NOTE- 128p.; Supported by the Geraldine R. Dodge Foundation.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Collected Works - General (020)

DESCRIPTORS- *Administrator Responsibility; *Administrator Role; Elementary Secondary Education; Instructional Leadership; *Leadership; *Leadership Qualities; Leadership Styles; *Principals; School Administration; Teacher Administrator Relationship

IDENTIFIERS- *Beginning Principals

This book for principals or aspiring principals contains a collection of essays about the "human side" of school leadership as experienced by 30 principals during their first year on the job. Two themes emerge from the essays. The first is that leadership requires a whole new set of skills which principals are continuously learning, and that the leader and followers hold different perceptions of the situation. Second, principals describe the difficult task of finding a balance among many diverse responsibilities and coping with uncontrollable conditions. (LMI)

ED 394 214 EA 027 541

Beck, Lynn G.

Reclaiming Educational Administration as a Caring Profession. Critical issues in Educational Leadership Series.

PUB DATE- 94

NOTE- 160p.

LANGUAGE- English

Blacks; *Cultural Differences; Cultural Influences; *Cultural Pluralism; Delivery Systems; *Disabilities; Elementary Secondary Education; Ethnic Groups; Females; Hispanic Americans; Leadership; Minority Groups; Outreach Programs; Proposal Writing; Quality of Life; *Rehabilitation; *Rehabilitation Counseling; Special Education
IDENTIFIERS- Empowerment

The 21 papers in this monograph on rehabilitation of minority persons with disabilities are organized into four sections which focus on: (1) perspectives of policy and practice; (2) challenges and opportunities in rehabilitation of diverse individuals; (3) cultural diversity's challenges to service delivery; and (4) strategies for empowerment. Papers are: "Remembering the Old: Looking Forward to the New" (George Covington); "Stand and Deliver: Multiculturalism and Special Education Reform in the Early Twenty-First Century" (Theda Wiles Zawaiza); "New Leadership for a New Era" (Robert R. Davila); "Embracing Cultural Diversity in the Rehabilitation System" (William Tainter et al.); "Diversity: A Continuing Rehabilitation Challenge and Opportunity" (Bobbie J. Atkins); "Barriers to Multicultural Understanding: Improving University Rehabilitation Counselor Education Programs" (Martin G. Brodwin); "Implementation of Rehabilitation Counselor Training Programs at Historically Black Colleges and Universities" (Madan M. Kundu); "Rehabilitation Counseling for Asian Americans: Psychological and Social Considerations" (George K. Hong); "Skills Development for Multicultural Rehabilitation Counseling: A Quality of Life Perspective" (Leo M. Orange); "African American Women with Disabilities: An Overview" (Eddie Glenn); "Historically Black Colleges and Universities and the Impact of Section 21" (Frank L. Giles); "Asian American Children in Special Education: A Need for Multidimensional Collaboration" (Ji-Mei Chang); "Problems of Providing Services to Persons with Disabilities from Minority Groups" (Carl Douthitt); "The Illinois Department of Rehabilitation Services: A Model for Empowerment and Service Delivery" (Audrey L. McCrimon); "Outreach Services for American Indians" (Priscilla R. Sanderson); "Perspectives of Rehabilitation Services in the City of Los Angeles" (Betty Wilson); "Embracing Diversity in the Delivery of Rehabilitation and Related Services" (Emilio Perez and Phyllis Gordon); "Leadership and Empowerment" (Claudie Grant); "The Leadership Responsibilities of People of Color with Impairments in the 21st Century" (Barbara Hardaway); "Request for Proposals (RFP's): Strategies for Successful Proposal Development in the Field of Rehabilitation" (Henry Williams); and "Building Networks in the Latino Community: A Mechanism for Empowerment" (Lucy Wong-Hernandez). (DB)

ED 394 234 EC 304 754

Kapperman, Gaylen; And Others
Project CD-VisROM: Remote Access to CD-ROM by Visually Impaired Students.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
PUB DATE- 96
NOTE- 119p.; This report is accompanied by an explanatory videotape (not available via ERIC) and a 19-page guide paralleling the video. The guide is appended.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Non-print Media (100),Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Pluralism; *Disabilities; Elementary Secondary Education; *Evaluation Methods; Higher Education; Models; *Multicultural Education; *Preservice Teacher Education; Program Effectiveness; Research and Development; Research Methodology; Research Needs; Special Education
IDENTIFIERS- *Diversity (Student)

This monograph analyzes the empirical literature on multicultural teacher education. The first section summarizes the existing literature in general education and points out strengths and weaknesses. Noted are a pervasive lack of answers to many questions and a dearth of empirical research on multicultural preservice teacher education. The paper then proposes an analytic scheme for conducting and assessing empirical efforts in this domain within special education. The scheme has three main dimensions: (1) the foci of teacher education research; (2) the approach to multicultural education embedded in research studies; and (3) the methodological approaches utilized in inquiries. The paper concludes that: it is risky to continue implementing programs in this area that are not informed by empirical evidence; the research to date is minimal and lacks methodological soundness; the existing research fails to adequately describe the models and domains of study involved; there is little focus on description of approaches; the research methodologies and tools used are limited; and the number and types of dependent variables need to be broadened. (Contains 30 references.) (DB)

ED 394 253 EC 304 773

Instructing for Success: Maximizing Learning Opportunities for All Students.
PUB DATE- 95
NOTE- 131p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Assistive Devices (for Disabled); Attention Deficit Disorders; Behavior Change; *Classroom Environment; *Classroom Techniques; Curriculum; Disabilities; *Educational Practices; Educational Principles; Educational Quality; Education Work Relationship; Elementary Secondary Education; Hyperactivity; Instructional Effectiveness; Rating Scales; *Special Needs Students; Student Behavior; *Teacher Characteristics; Teacher Collaboration; Teacher Effectiveness; Teaching Methods; Team Teaching; Transitional Programs
IDENTIFIERS- West Virginia

This guide presents recommended practices for instruction of students with special needs, based on the premise that students should be educated according to individual needs, not according to a categorical exceptionality label. The guide presents principles applicable to both special and general education classrooms and is organized around six basic fundamentals of quality classrooms: (1) teacher characteristics (such as respect, positive attitudes, and realistic expectations); (2) environmental characteristics (physical arrangements, positive than physical) disabilities are raised and the possibilities that accommodations can grant unfair advantages to students so classified are considered. Relevant court decisions are reviewed as are requirements of the Americans with Disabilities Act and the Individuals with Disabilities Education Act. Policy implications suggest that requests for testing accommodations may not be automatically denied but must be evaluated carefully, and procedural safeguards must be followed at every step. The value of having detailed policies and written procedures is stressed. In the case of cognitive disabilities, recent confirmation can be required and any allowances granted should be specifically related to the disability and not affect test validity. Advantages and disadvantages of adding notations to test scores where accommodations have been granted are briefly considered. Care in balancing the policy goal of maximum participation by students with disabilities against the need to provide valid and interpretable student test scores is urged. (DB)

ED 394 270 EC 304 793

Brodin, Jane
Avlosarservice Som Stod Till Familjer Med Barn Med Funktionsnedsattningar. En Enkatstudie i 245 Kommuner. Familjestodsprojektet (FAS-Projektet). Teknik, Kommunikation, Handikapp, Forskningsrapport n11 (Respite Care Service as Support for Families with Children with Disabilities. A Survey in 245 Local Authorities. The Family Support Project. Technology, Communication, Disability Research Report, No. 11).
PUB DATE- 95
NOTE- 79p.
LANGUAGE- Swedish
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Child Rearing; *Disabilities; *Family Needs; Foreign Countries; Human Services; Inservice Education; Needs Assessment; Postsecondary Education; Program Evaluation; *Respite Care; Staff Development
IDENTIFIERS- *Sweden

This study surveyed how respite care services functioned for Swedish families who have children with disabilities and compared the results with a previous study made 6 years earlier. The study was based on a questionnaire completed by 245 of Sweden's municipalities. The study examined the quantity and quality of the services and respondents' views of respite care as a form of family support. Results showed that there are shortcomings in the support and that families' needs are not always fulfilled. Education, in-service training, and supervision for respite care staff is neglected, as are identification of the parents' needs, goal description, and evaluation of the activities of the local authorities. The questionnaire is appended. (Contains 44 references.) (Author/JDD)

ED 394 271 EC 304 794

Brodin, Jane; Thurfjell, Fredrik
Bedomning Av Kommunikativ Formaga Hos Personer Med Utvecklingsstorning. Teknik, Kommunikation, Handikapp Forskningsrapport nr 12 (Assessment of the Communicative Ability in Persons with Mental Retardation. Technology, Communication, Disability Research Report No. 12). TeleCommunity, RACE 2033 (Research in Advanced Communications

and celebrations). The first three sections of the guide are test administration manuals that detail the test plan, directions for its use, an annotated test, oral text transcripts, a correction guide, and an analysis of results and a table of specifications indexed to the program of studies, the relevant portion of which is also outlined. The subsequent three sections contain blackline masters for the tests themselves. A worksheet for developing test items is also included. Narratives are provided in both English and French. (MSE)

ED 394 291 FL 023 687

Francais langue seconde: trousse d'evaluation--tests modeles pour les cours: French 31a (Avance 7); French 31b (Avance 8); French 31c (Avance 9) (French as a Second Language: Evaluation Resource Package--Model Tests for the Courses: French 31a (Advanced 7); French 31b (Advanced 8); French 31c (Advanced 9)).
PUB DATE- 95
NOTE- 200p.; Accompanying video and audiotapes not included here.
LANGUAGE- French
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Advanced Courses; Foreign Countries; *French; *Language Tests; Secondary Education; Second Language Instruction; *Second Languages; Testing; Test Items
IDENTIFIERS- *Alberta; Canada

The French as a Second Language model tests for advanced levels 7, 8, and 9 were designed to evaluate students' language performance, as outlined in the program of studies for Alberta, Canada, in listening and reading comprehension and oral and written production, communication skills, culture, language and general language knowledge. The tests are offered as suggestions and may be adapted to local needs. Each test has an organizing theme for integration of skill areas (e.g., "If Only I Could...") and within it, explores a number of fields of experience (e.g., characters and personalities, adolescents and the law, communication, the future of the planet, arts and drama). The first three sections of the guide are test administration manuals that detail the test plan, directions for its use, an annotated test, oral text transcripts, a correction guide, and an analysis of results and a table of specifications (the latter in English) indexed to the program of studies, the relevant portion of which is also outlined (in English). The subsequent three sections contain blackline masters for the tests themselves. A worksheet for developing test items is also included. Narrative is in French only except as noted above. (MSE)

ED 394 292 FL 023 688

Liaw, Meei-Ling
The Use of Think-Aloud Procedure for EFL Instruction.
PUB DATE- 95
NOTE- 25p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (29th, Long Beach, CA, March 26-April 1, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)

ED 394 310 FL 023 710

Benson, Valerie A.
Video: A Stimulus for Dialogue Journal Writing.
PUB DATE- Mar 95
NOTE- 23p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (30th, Chicago, IL, March 26-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Classroom Techniques; *Dialog Journals; *English (Second Language); Error Correction; Fiction; Foreign Countries; *Journal Writing; Second Language Instruction; Teacher Student Relationship; *Videotape Recordings

This paper describes one teacher's use of a videotaped mystery series to stimulate students' entries in dialogue journals. Students are shown an episode of the mystery in class and are then asked to write a personal response to it. The aim of the journals is to enhance student confidence and writing skills. Results of an analysis of the journal entries during one year are presented. Characteristics of the interactions are discussed, with excerpts from students' entries. It is found that journal writing is advantageous because it has the qualities of good conversation, is student-generated, the writing is regular, students write to accomplish a variety of real purposes (requesting information, asking factual questions, asking clarification, expressing opinion, describing a personal problem, activating memory, describing personal events), and the writing is varied in topic, genre, and length. The video is used as a springboard for students to express their own feelings and ideas. Rather than correction, teacher response models good writing; ultimately, some students request correction. Students have received the journal writing idea with consistent enthusiasm. (Contains eight references, and several complete student entries and teacher responses are appended.) (MSE)

ED 394 311 FL 023 712

Huckin, Thomas, Ed.; And Others
Second Language Reading and Vocabulary Learning.
PUB DATE- 95
NOTE- 315p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Chinese; Context Clues; Decoding (Reading); English (Second Language); Language Acquisition; Language Arts; Learning Processes; Reading Ability; Reading Comprehension; Reading Habits; *Reading Instruction; *Second Language Learning; *Vocabulary Development; Word Frequency; Word Recognition

This book contains 14 essays on reading and vocabulary learning in second language acquisition. Chapters include: "Research on ESL/EFL Vocabulary Acquisition: Putting It in Context" (James Coady); "Implications for L2 Vocabulary Acquisition and Instruction From L1 Vocabulary Research" (Fredricka Stoller and William Grabe); "Patterns and Perils of Guessing in Second Language Reading" (Margot Haynes); "Chinese Students' Word-

Television is composed of multiple cultural and linguistic codes. The understandings that non-native speakers (NNSs) of English in the United States derive from these codes carries important implications for their attitudes toward the host culture and its language, and also for evolution of their second-language identities. A study investigated the television viewing habits of a cross-section of NNSs and their sociocultural effects. Results discussed here pertain to those who watched a great deal of television, with anecdotal evidence offered. Subjects represented a variety of ages and cultural backgrounds. Most reported that their television viewing time was important in practicing English listening while being entertained and accessing important information for daily living and for American acculturation. It is also suggested that television viewing also carries the risk of uncritical consumption which only a portion of the respondents acknowledged. It is concluded that critical viewing skills are needed for television to be a positive language-learning tool in the home environment. In the classroom, television can provide an opportunity for critical engagement of television's varied codes and discovery of new and empowering meanings. Contains 11 references. (MSE)

ED 394 330 FL 023 738

Huttunen, Irma
The Role of Environment in Language Learning.
PUB DATE- 11 Jan 96
NOTE- 20p.; Background paper for the Educational Research Workshop on the Effectiveness of Modern Language Learning and Teaching (Graz, Austria, March 5-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Communication; *Classroom Environment; Communicative Competence (Languages); Cultural Awareness; Educational Environment; *Educational Strategies; International Educational Exchange; Learning Strategies; Research Needs; Second Language Learning; *Second Languages; Skill Development; Study Abroad

Attention to different aspects of communicative competence (form and meaning) in second language instruction creates different kinds of learning environments. Form-focused classrooms favor transmission of linguistic competence. Whole-class instruction and lockstep conditions restrict communication. Input from teacher language and attitudes toward errors may be problematic. Practice opportunities are often mechanistic and concentrate on disparate skills. Meaning-focused classrooms pay attention to all aspects of communicative competence. The syllabus is flexible and, to an extent, built on learner needs. Characteristic features are: culture-bound, content-based target language work in groups, skills integration, flexible materials, and rich opportunity for input and practice. Learning strategies are consciously developed by emphasizing learner responsibility and by teaching and practicing strategies for communication and studying. Out-of-school contacts such as visits to technical facilities, project-oriented visits to foreign schools, camp schools, and cultural exchanges add value to content-based learning environments. Multiethnic communities can either restrict or support first- and second-language learning, as can school experiences. Form-focused classrooms have been studied sufficiently. Although there is information on various aspects of meaning-focused classrooms, it is scattered. Contains 68 references. (MSE)

NOTE- 223p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Advanced Courses; Allied Health Occupations Education; Chinese; Corporate Education; *Course Organization; *Curriculum Development; Elective Courses; Elementary Secondary Education; English for Academic Purposes; Foreign Countries; Graduate Study; Higher Education; Immigrants; *Instructional Development; *Instructional Materials; Listening Comprehension; Media Selection; Nursing Homes; Personal Narratives; Second Language Instruction; *Second Languages; Social Studies; Theory Practice Relationship; Vocational English (Second Language); Writing Instruction
IDENTIFIERS- Brazil; Ecuador; Japan

The collection of essays on teachers as course developers is designed to help teachers understand how to develop courses or modify existing ones using their own experience and the experiences and theories of others. It attempts to capture this process through the stories of six teachers who have developed courses. Each narrative focuses on a specific aspect of course development. Articles include: "Teachers as Course Developers" (Kathleen Graves); "A Framework of Course Development Processes" (Kathleen Graves); "Designing Workplace ESOL Courses for Chinese Health-Care Workers at a Boston Nursing Home" (Johan Uvin); "Designing a Seventh-Grade Social Studies Course for ESL Students at an International School" (Pat Fisher); "Designing an EAP Course for Postgraduate Students in Ecuador" (Maria del Carmen Blyth); "Designing a Writing Component for Teen Courses at a Brazilian Language Institute" (Maria Estela Pinheiro Franco); "Planning an Advanced Listening Comprehension Elective for Japanese College Students" (Barbara Fujiwara); and "A Curriculum Framework for Corporate Language Programs" (Laura Hull). A list of further readings is included and contents are indexed. (MSE)

ED 394 351 FL 023 784

Nunan, David; Lamb, Clarice
The Self-Directed Teacher: Managing the Learning Process.
PUB DATE- 96
NOTE- 309p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Anxiety; Classroom Communication; *Classroom Environment; *Classroom Techniques; Class Size; *Decision Making; *Educational Environment; *Educational Strategies; Error Correction; Feedback; Foreign Countries; Group Dynamics; Grouping (Instructional Purposes); Independent Study; Individual Instruction; Language Role; Language Usage; Multilevel Classes (Second Language Instruction); Second Language Instruction; *Second Languages; Small Group Instruction; Stress Variables; Student Attitudes; Student Motivation; Student Role; Teacher Education; Teacher Role

This guide, designed for second language teachers and teacher trainees, addresses central practical, methodological concerns in effective classroom management and decision making. The

State Funding for Research and Public Service in the State University System. Report and Recommendations.
PUB DATE- Jan 96
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Instruction; Definitions; Educational Change; *Educational Policy; *Financial Support; Higher Education; Program Evaluation; *Public Service; *Research; *State Aid; State Government; State Standards
IDENTIFIERS- *State University System of Florida

This report presents the results of a review of state funding for research and public service in the Florida State University System (SUS), focusing on the policy basis for research and public service, the types of SUS research and public service programs and their sources of funding, funding approaches used by other states, expenditure patterns of current SUS programs, and SUS accountability measures. It recommends that the Board of Regents of the SUS should: (1) review the definition of research and public service; (2) rely on more effective measures to assure appropriate emphasis on instruction; (3) develop and maintain system-level management reports; (4) identify problems in research and public service funding; (5) provide guidelines to each university regarding faculty time devoted to research and public service; (6) consolidate funding requests; (7) develop a system-wide definition of what constitutes service to the public schools; (8) develop measures for research and public service; (9) separate visibility for research and public service; and (10) work with the state legislature to de-couple funding provisions for research and public service programs from instructional cost factors. (MDM)

ED 394 372 HE 028 998

A Review of Specialized Accreditation. Report and Recommendations.
PUB DATE- Dec 95
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Accreditation (Institutions); *Accrediting Agencies; Agency Role; Business Education; Colleges; Community Colleges; *Cost Effectiveness; Engineering Education; Higher Education; Interior Design; Nursing Education; Physical Therapy; *Program Evaluation; State Legislation; Teacher Education; Universities
IDENTIFIERS- *Florida

This report presents the results of a review of the costs and benefits of specialized accreditation of higher education institutions and programs. The review surveyed 110 programs in 6 disciplines (business, engineering, interior design, nursing, physical therapy, and teacher education) at public and private community colleges, colleges, and universities throughout the state. It asked program and institutional administrators to identify both positive and negative effects of accreditation and the accrediting process. The report recommends that: (1) institutions should balance the costs and benefits of specialized accreditation; (2) the review cycle for state review of institutions be lengthened; (3) specialized accrediting agencies coordinate the timing of their re-difficulty. (DB)

ED 394 392 HE 029 083

Peterson's Guide to Colleges for Careers in Computing.
PUB DATE- 96
NOTE- 188p.; Includes a computer disk with expanded directory information for use on PC computers.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Career Choice; *College Choice; *Computer Science; *Computer Science Education; Higher Education; Majors (Students); Undergraduate Study

This guide contains guidelines for evaluating a career in computing, for selecting a college. The guide profiles undergraduate programs at approximately 1,050 institutions of higher education in the United States. The directory is divided into five main sections. The first section offers guidelines for evaluating a career in computing. It includes a brief essay by a computing professional and an overview of the field including employment opportunities, trends, and descriptions of sample entry- to mid-level jobs. The second section focuses on how to select a college, with suggestions for exploring and evaluating college programs in computing. It includes information on financial aid, the admission process for international students, and internships. The third section contains brief profiles of U.S. undergraduate institutions offering computing programs. This section is organized alphabetically by school and includes institutional name, geographic location, general description of the college, majors offered, and admissions contact. The fourth section is an alphabetical listing of the institutions profiled. Finally, a computer disk provides more in-depth profiles of the schools and their computing programs. Additional information for each school is provided on the disk, such as undergraduate and international student enrollment, expenses, financial aid availability, number of full-time and part-time faculty in the computing program, and average in-the-field work experience of faculty. Users can search for programs on the disk by type of institution, geographic location, majors, and entrance difficulty. (DB)

ED 394 393 HE 029 084

Van Kollenburg, Susan E., Ed.
A Collection of Papers on Self-Study and Institutional Improvement, 1996.
SPONS. AGENCY- Teachers Insurance and Annuity Association, New York, NY. College Retirement Equities Fund.
PUB DATE- Mar 96
NOTE- 304p.; Prepared for the program of the Commission on Institutions of Higher Education at the Annual Meeting of the North Central Association of Colleges and Schools (101st, Chicago, IL, March 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Academic Persistence;

Social Boundaries Through Technology" (Marcia Birken and Anne C. Coon); (9) "Multimedia Instruction: One Solution to the Development of Diverse Learning Environments" (Jeanne Buckley); (10) "Liberal Education and the Implicit Curriculum: Faculty Response and Responsibilities" (Dana S. Dunn, et. al.); (11) "A Student-Centered Pedagogy: Collaborative Learning, Assessment, and Retention" (Carol Ann Dalto et al.); (12) "Reconfiguring Knowledge Relations: A Department's Self-Study Project" (Mark Zuss); (13) "Assessment of Mathematical Problem Solving: Strategies for Teachers" (Elaine Kolitch and Elaine Hofstetter); (14) "Portfolios: Emerging Voices" (Harriet Fayne and Nancy Woodson); (15) "Gateway Psychology at Rutgers: Addressing Retention in a Content Course" (Gary M. Parilis et al.); (16) "Innovations in Group Modes for Adult College Students" (Miriam Tatzel); (17) "Inner Visions/Outer Visions" (Nancy King); (18) "Ways of Knowing in Education and Diverse Learning Styles" (Maxine Morrin); (19) "The Artistic Process: A Model for Teaching and Learning" (Kristin Rauch); (20) "Learning About Thinking by Thinking About 'Art'" (Stephen W. Shipps); (21) "Masks and Maskmaking: Reading and Writing. A Kinesthetic, Learner-Centered Approach for High-Risk Students" (Emma Zevik); (22) "Less is More: Applying Caleb Gattegno's "Words in Color" to Language and Literacy Learning on the College Level" (Bill Bernhardt et al.); (23) "Cultivating Multiple Intelligences Through 'The Living Journal'" (Christian Koontz); and (24) "Creativity Enhances Learning in College Classes: The Importance of Artists and Poets" (Ronald R. Cromwell). (Individual chapters contain references.) (NAV)

ED 394 409 HE 029 103

Horton, Nancy I.
Philanthropic Support for Higher Education.
PUB DATE- 95
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Alumni; Alumni Associations; Educational Finance; Endowment Funds; *Financial Support; Fund Raising; Higher Education; National Surveys; *Private Financial Support; *Trend Analysis; Trusts (Financial)
IDENTIFIERS- *Charitable Contributions; Council for Aid to Education

This report examines trends in voluntary support for higher education between 1980 and 1994 based on analysis of the Council for Aid to Education's annual survey on voluntary support of education. It reviews how philanthropic support for higher education compared with support for other charities and how this level of support changed over time. It also identifies categories of major donors and how the philanthropic dollars were used by higher education institutions. All figures are presented in constant 1994 dollars. It was found that 1994 contributions to higher education total $12.4 billion; 9.5 percent of all tax deductible contributions for the year. Between 1980 and 1994, general charitable giving increased by 26 percent; for institutions of higher education, a 55-percent increase was found; this outpaced inflation. Since 1989, higher education increases have averaged only 2 percent per year. In 1994, 28 percent of voluntary, higher education contributions came from alumni, followed by nonalumni (23 percent), foundations (21 percent), and corporations (20 percent). In executive touch; they are commonly recognized and framed by the organizational community. It is noted that the community of 51 interviewees detected more subtle anomalies than the presidential administration. (Contains 43 references.) (NAV)

ED 394 426 HE 029 120

Jones, Elizabeth A.; Nugent, Michael
Enhancing the Teaching and Learning Process of Undergraduate Education at Large Universities.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- Apr 96
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- College Freshmen; College Sophomores; Faculty Workload; Freshman Composition; Higher Education; Student Evaluation; *Teacher Student Relationship; *Writing Across the Curriculum; *Writing Attitudes; Writing Evaluation; Writing Instruction; *Writing Skills
IDENTIFIERS- Collegiate Assessment of Academic Proficiency

This study identified courses associated with improvements in the writing skills of 455 first semester, freshman undergraduates at a large research university. Secondarily, faculty who taught these courses were interviewed to explore their teaching practices, course designs, and evaluation techniques. The same group of students was invited back for reassessment at the end of the freshman year (N=374) and at the end of the sophomore year (N=265). Students completed the writing assessment model from the Collegiate Assessment of Academic Proficiency each time. Student courses attended were linked with the results of the assessments to determine the change over time. Student result comparisons were made by class size and academic college. The most notable finding from the faculty interviews was that nearly one-half stated that writing was not a course goal, although most believed it should be an important part of the class and of the student's development; blame was placed on large class sizes. As for students, certain courses were found to be associated with gains in students' writing skills: foreign languages, music, philosophy, sociology, and communications. However, it was also found that, overall, students's writing skills declined during the freshmen year and never increased beyond their original level of writing skills. (NAV)

ED 394 427 HE 029 121

Eraut, Michael; And Others
Mediating Scientific Knowledge into Health Care Practice: Evidence from Pre-Registration Programmes in Nursing and Midwifery Education, and Recommendations for Future Curriculum Design.
PUB DATE- Apr 96
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

participated in a learning circle and responded to trigger questions to validate the evaluation findings. The course was credited with effecting changes in the participants' values and behaviors that in turn resulted in improved practice on the part of personnel in their units. (Contains 21 references. Appended are the student information forms, questionnaires, supervisor nurse rating forms, and follow-up questionnaires used in the study along with French translations of a nurse rating sheet and the study conclusions.) (MN)

ED 393 978 CE 071 268

Steck, Susan; And Others
Writing Curriculum for the Workplace. A Report Prepared by the Project Staff of the Workforce 2000 Partnership.
PUB DATE- 96
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Cooperative Planning; *Curriculum Development; Guidelines; Lesson Plans; *Literacy Education; Models; Needs Assessment; *Partnerships in Education; Records (Forms); *School Business Relationship; Student Evaluation; *Workplace Literacy

This document explains the curriculum development process used by the Workforce 2000 Partnership, a network of industries and educational institutions that provide training in communication, computation, and creative thinking to employees in the textile, apparel, and carpet industries in 15 plants in Alabama, Georgia, and South Carolina. First, a rationale is presented for beginning the curriculum development process by conducting a needs assessment. Next, the partnership's models/procedures for defining the elements of an effective workplace curriculum and sequencing learning activities are described briefly. Finally, the importance of including learners in evaluation is emphasized. Attached to the document are the following: sample lesson plan for a learning module in understanding an employee handbook; transparency master of the general theory of instructional sequence for adult learning that the partnership uses as a basis for its curriculum development process; sample individual education plan form; bibliography of five resources pertaining to developing curricula for adult learners; and information sheet listing the members and objectives of the Workforce 2000 Partnership and the areas it serves. (MN)

ED 393 979 CE 071 270

Biennial Evaluation Report 1993 and 1994.
PUB DATE- Jul 95
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Advisory Committees; Annual Reports; Cooperative Planning; Correctional Education; Educational Planning; Educational Policy; *Policy Formation; Program Effectiveness; Program Evaluation; Program Implementation; Resource Allocation; School Business Relationship; Secondary Education; Special Needs Students; *State Boards of Education; State Standards; *Statewide Planning; Student Evaluation; Teacher Education; Two Year Colleges; *Vocational Education

Total Quality Management programs; the three modules in the Communications sequence; the two-module sequence on Bloodborne Pathogens; and the lesson on Creative Problem Solving. (YLB)

ED 393 997 CE 071 298

Stevens, David W.
The School-to-Work Transition of High School and Community College Vocational Program Completers: 1990-1992. EQW Working Papers WP27.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 114p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Graduates; Community Colleges; Educational Research; Educational Trends; *Education Work Relationship; Employment Level; Employment Patterns; *High School Graduates; High Schools; National Surveys; *Outcomes of Education; Research Methodology; Salary Wage Differentials; Tables (Data); Trend Analysis; Two Year Colleges; *Vocational Education
IDENTIFIERS- Colorado; Florida; Missouri; Washington

The school-to-work transition of high school and community college vocational program completers in 1990-1992 was examined by analyzing administrative records and employment and earnings data of vocational program completers from state education agencies in Colorado, Florida, Missouri, and Washington. A consistently high percentage of vocational program completers at both the high school and postsecondary levels continued an uninterrupted affiliation with the same employer during the bridge period encompassing their last months in school and first few months after leaving school; however, substantial movement between/among employers during the first years after the former students left school was observed. Former students who continued with the same employer through the bridge period were consistently found to have higher earnings than their classmates while they were still in school, shortly after leaving school, and at the end of the postschool reference period. It was concluded that knowledge about a former student's occupational assignment within a place of employment is not needed to predict that employee's earnings; rather, awareness of the person's industry affiliation is an acceptable substitute for that purpose. (Forty tables/figures and 86 endnotes are included. Appended are additional information on the wage-record components examined and calculation of a full-time earnings threshold amount.) (MN)

ED 393 998 CE 071 300

Nelsen, Bonalyn J.; Barley, Stephen R.
Toward an Emic Understanding of Professionalism among Technical Workers. EQW Working Papers WP29.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Patterns; Comparative Analysis; *Competence; Ethnography; Field Studies; *Professional Development; Research Methodology; Rhetoric; Social Science

The Family Literacy Reading Project.
SPONS. AGENCY- Massachusetts State Dept. of Education, Boston. Bureau of Adult Education.
PUB DATE- 20 Feb 93
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Childrens Literature; *Literacy Education; Program Development; Program Implementation; *Reading Materials; *Reading Material Selection
IDENTIFIERS- 353 Project; *Family Literacy

This report describes a summer project using children's literature as a teaching tool in the literacy section of the Family Literacy Reading Project. The idea for the project arose in response to a need for other resources for the English-as-a-Second-Language program and to students' desire to read to their children and grandchildren as one important goal for learning English. Six books were chosen that focused on various cultures and had themes that centered around creation (Bible stories), myths and legends, single parent families, housing, neighborhoods, and hopes and dreams. Activities outside of the classroom included a partnership with a preschool, a visit from a storyteller, and a trip to the library. The six-page that were actually used in the project: "A Chair for My Mother," "The House that Jack Built," "Climbing Jacob's Ladder," "How the Stars Fell into the Sky," and "Nathaniel Talking." These reviews include a description of activities and copies of worksheets. The next section describes the evaluation process, including midcycle review and end-of-cycle review. A checklist for starting a family literacy reading project using children's literature is included. (YLB)

ED 394 018 CE 071 349

Desmarais, Diane; Tripp, Ralph
Handbook of Alternative Teaching Techniques.
SPONS. AGENCY- Massachusetts State Dept. of Education, Boston. Bureau of Adult Education.
PUB DATE- 93
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Classroom Techniques; *Cognitive Style; *Learning Modalities; *Learning Strategies; *Literacy Education; Teaching Methods
IDENTIFIERS- 353 Project

This handbook was designed for educators of adults at varied levels with varying needs. The techniques discussed in the guide can be used in groups, pairs, or individually. The booklet contains two sections: (1) a brief review of different learning styles and the types of activities that work well for each, including visual, auditory, multisensory, and undisciplined learners; and (2) a number of techniques for teachers to consider. Each of the techniques is presented in a format that describes the method, its possible uses, and reasons for using it. Most of the techniques are adaptable to any level. Visual illustration, mapping, auditory and oral activities, and tactile illustration are the techniques suggested. (KC)

A study examined the strategies and processes used by a sample of 33 Argentinean adults with little school experience to solve problems and acquire knowledge at work. A Piagetian methodological approach was used to observe adults in building, rural, and domestic work settings and to analyze empirical data regarding their behavior in task-oriented problem situations as a particular mode of knowledge constitution and their application of that knowledge in everyday work-related tasks. The constituents of the task-oriented situations studied were analyzed in relation to the social constraints emerging during the problem-solving procedure. The nature of cognitive activity in everyday situations was illustrated through case studies demonstrating the interactive and constructive nature of everyday knowledge. It was concluded that the processes by which individuals with relatively little education acquire knowledge are not very different from those used by educated people. An interpretive framework was presented for studying everyday activities as education-related issues. It was recommended that the potential of low-literate adults be used as a starting point for educational intervention. (Contains 135 references. Appended is information regarding the following: sample, work practices, study questions, latest interview, adults in the schooling situation, and interview profiles.) (MN)

ED 394 038 CE 071 395

Helfand, David P.
Career Change: Everything You Need To Know To Meet New Challenges and Take Control of Your Career.
PUB DATE- 95
NOTE- 318p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; *Career Change; Career Development; Career Planning; Disabilities; Dislocated Workers; Dual Career Family; Employment Opportunities; Females; *Job Search Methods; *Midlife Transitions; Minority Groups; Occupational Mobility; Older Adults; One Parent Family; *Vocational Adjustment

This book discusses the major challenges of and strategies for a career change. An introduction introduces 10 career changers whose real-life experiences are used throughout the book to illustrate key concepts. They show the wide range of career change situations and strategies for tackling them. Chapter 1 provides a theoretical background to self-assessment, including ways of viewing life transition. Chapter 2 discusses major possible ways of losing a job. Chapter 3 presents a method for assessing one's current level of job satisfaction to determine whether or not to change. Chapter 4 presents strategies for overcoming fear of change, failure, and success, as well as perfectionism and procrastination. Chapter 5 offers strategies for identifying career options. Chapter 6 deals with some practical challenges of career change, such as the need for education, training, or experience. Chapter 7 focuses on the challenge of finding the time and money needed for a career change. Chapter 8 discusses how trends affect the job market and suggests strategies for dealing effectively with a tight job market. Chapters 9-15 make suggestions for groups with special challenges in the workplace: women, minorities, people over 50, people with disabilities, dual-career couples and single parents, ex-military personnel, and midlevel managers. Appendixes contain 66 references, a list of 154 recommended readings, information on mental health organizations, and an index. (YLB) through personal contacts. (Structural factors mean the properties of one's social situation that shape his contact network.) The study also found that long tenure in a job tended to cut down the number of contacts and thus make finding a new job harder. Optimum time for job tenure appeared to be 3-5 years, with optimum managerial tenure longer. The study created models to demonstrate the methods of finding jobs and what influenced the number and quality of contacts job-changers had. (An afterword for the second edition provides a review of research in the 20 years since the original study. It cotnains 126 references. Four appendixes include the following: (1) design and conduct of the study; (2) coding rules and problems; (3) letters and interview schedules; and (4) an article on economic action and social structure--the problem of embeddedness. Contains 68 references. A list of 112 references from the first edition is included.) (KC)

ED 394 057 CE 071 443

Ransome, Paul
Job Security and Social Stability. The Impact of Mass Unemployment on Expectations of Work.
PUB DATE- 95
NOTE- 231p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Employed Women; Employment Patterns; Foreign Countries; Job Layoff; Labor Force; Labor Turnover; Nontraditional Occupations; Productivity; Psychological Patterns; Public Policy; Relationship; *Security (Psychology); Sex Differences; *Social Change; Structural Unemployment; Tables (Data); Technological Advancement; *Tenure; Trend Analysis; *Unemployment; *Work Attitudes
IDENTIFIERS- *Employment Security; European Community; *United Kingdom

The question of whether recent changes in the labor market will likely have an adverse effect on people's expectations of work and their willingness to participate in the labor process was examined in a study of the impact of mass unemployment on expectations of work and productivity. Data regarding employment/unemployment and productivity in the United Kingdom and, to a lesser extent, the larger European Community countries were analyzed to identify patterns related to the following issues: expectations of work; changes in the distribution of employment and means of production; technological innovation and job insecurity; personal consequences of unemployment; and job insecurity and social stability. Little evidence was found to indicate that unemployed people or their supporters are willing or able to develop effective political responses to their situation or sustain other forms of concerted public protest. Despite recent changes in the structure and security of the labor market, individuals still remained willing to participate in the labor process to fulfill their four key expectations of work (income, security, creativity, and social interaction). Anticipation or experience of joblessness did not appear to undermine the desire for continued participation in the labor process. (Forty-six tables and 280 references are included.) (MN)

ED 394 058 CE 071 444

Dent, Harry S., Jr.
Job Shock: Four New Principles Transforming Our Work and Business.

company, coping with structured and unstructured interviews, and unwinding the ladder-climbing myth. The 11 chapters focus on the following topics: (1) avoiding minimum-wage risk; (2) researching yourself; (3) do you need another degree?; (4) getting a job right away; (5) resume and cover letter risk--don't get stuck on the bottom of the pile; (6) company risk--how to research large companies; (7) how to research small companies, nonprofit organizations, and government agencies; (8) screening risk--the brown shoe problem; (9) the company interview--how can you tell if the job is in the war zone; (10) waiting--you're almost there; and (11) what to do now that you have the job. (KC)

ED 394 075 CE 071 502

Harwood-Richardson, Stephen; And Others
Training: Who Needs It? Research Report 1995.
PUB DATE- 95
NOTE- 72p.; For a related document, see CE 071 503.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Educational Certificates; *Educational Needs; Educational Research; Employee Attitudes; Employer Attitudes; *Food Service; Foreign Countries; *Hospitality Occupations; Job Skills; *Job Training; Labor Needs; Labor Supply; Needs Assessment; Occupational Home Economics; Postsecondary Education; *Staff Development; Student Certification; Vocational Education
IDENTIFIERS- *Great Britain

This report provides results of a study of training in the catering and hospitality industry in Great Britain in 1994-95. An executive summary presents 22 key recommendations for action to stimulate skills development in the industry and outlines key outcomes. Section 1 provides a broad overview of current training activity, based on interviews with 562 employers, survey responses from 1,319 employees, and case studies of 6 employers. It suggests that most employers did not take training seriously and undertook it to meet a perceived or real statutory or inspection requirement. Section 2 examines the industry's response to national training initiatives. These findings are cited: much of the industry was not aware of National and Scottish Vocational Qualifications or Investors in People, and although over one-half of employers were aware of Training Enterprise Councils/Local Enterprise Companies, only 18 percent were aware of their services. Section 3 focuses on the industry's training needs. These findings are cited: the majority of employers felt staff were adequately skilled, and employees most frequently wanted training in skills of management, computing, health and safety, advanced craft, and supervision. Section 4 summarizes the supply of vocational education and training. Findings are college provision of programs was largely determined by funding considerations and student demands, and commercial training providers identified the need to provide more flexible, tailored programs to meet industry needs. Section 5 examines the major influences on training provision and finds generally low employer awareness of training initiatives. A final section highlights conclusions. (YLB)

ED 394 076 CE 071 503

Training: Who Needs It? Research Report 1995. Key Issues for Providers.

in-serviced on the value of creating a positive environment for learning. The at-risk students participated in an intensive 12-week group counseling intervention program. Objectives for the program were: for 70% of the targeted students not to receive a suspension for disruptive disobedience or fighting; for 100% of the students to academically pass for the year; and for 80% of the students to demonstrate a positive change in behavior. Although only the third objective was met, the program was successful overall. Each member of the targeted group was provided with a mentor and peer tutor. Career exploration was used as a motivator for the program. Twelve Appendices include suspension reports, a parent permission letter, a field trip letter, a progress report, and evaluation forms. (JBJ)

ED 394 095 CG 026 922

Xue, Susan S.
Understanding New Immigrant Teenagers: Their Psychological and Emotional Situation: The Case of Chinese Immigrant Teens.
PUB DATE- 95
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adjustment (to Environment); *Adolescents; Case Studies; *Chinese Americans; Chinese Culture; Cultural Background; Cultural Context; *Cultural Influences; Emotional Problems; Ethnic Groups; *Immigrants; Personality Traits; Second Language Learning; Stress Management; *Stress Variables

This pilot study examined the psychological and emotional stresses faced by new Chinese immigrant teenagers upon entering a new cultural environment. Interviews with teenagers (n=22) from three different political and economic areas of China and some of their parents (n=10) and school guidance counselors (n=2) indicate that these youth, because of the impact of two cultures, cannot grow up in the same way as native Chinese or mainstream American teenagers. Analysis of both traditional psychodynamic structures in the Chinese personality and the American conception of the rules that govern social behavior reveal these newcomers' confusion and frustration in the new environment, in school, with parents, and with friends. These new Chinese immigrant teens' psychological and emotional crises are more serious than the language problem alone, which is temporary, because psychological stressors may permanently affect a person's nature, disposition, and life goals. These findings alert society, schools and parents to cooperate effectively on meeting these adolescents' psychological and emotional needs in order to bring them up to be successful adults. Contains 3 case studies, 63 references, and student, parent, and guidance counselor questionnaires used. (Author/RB)

ED 394 096 CG 026 923

Dent, Harold E.
Everything You Thought Was True about IQ Testing, but Isn't: A Reaction to "The Bell Curve."
PUB DATE- 12 Aug 95
NOTE- 14p.; Paper presented at the Annual Meeting of the American Psychological Association (103rd, New York, NY, August 11-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

Bilchik, Shay
Delinquency Prevention Works. Program Summary.
PUB DATE- Nov 95
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Problems; *Crime Prevention; *Delinquency; Delinquency Causes; *Delinquency Prevention; Developmental Stages; Federal Programs; Government Role; Juvenile Gangs; Program Effectiveness; Youth
IDENTIFIERS- *Juvenile Justice Delinquency Prevention Office

The Office of Juvenile Justice and Delinquency Prevention (OJJDP) compiled this summary in order to assist states and jurisdictions in their delinquency prevention efforts. The summary provides a synthesis of current information on a broad range of programs and strategies which seek to prevent delinquency. The theory of risk-focused prevention is explained and correlated to stages of youth development and such areas of focus as the family and community. References to relevant research and evaluation are provided in order to ground these programs and provide a context for their successful implementation. The summary: (1) presents and explains principles for effective delinquency prevention and early intervention; (2) describes risk and protective factors involved with the development of delinquency; (3) presents and explains the systems that are responsible for preventing delinquency; (4) describes what works in delinquency prevention; (5) explains how variables present during various developmental stages relate to delinquency; and (6) presents a variety of family, community, and school-based programs which serve to prevent delinquency. Appendix A gives detailed program descriptions, and Appendix B lists Crime Act prevention programs. (Contains 28 references.) (TS)

ED 394 116   CG 026 968

Van Der Hyde, Vincent A.; And Others
ADATSA Follow-Up Study of Extended Outpatient Care: A Comparison of 90 Days versus 180 Days of Outpatient Treatment for Clients of Washington State's Alcoholism and Drug Addiction Treatment and Support Act.
PUB DATE- Nov 95
NOTE- 124p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Alcohol Abuse; *Alcoholism; *Drug Addiction; *Drug Rehabilitation; Human Services; *Outcomes of Treatment; Program Evaluation; Social Services; State Agencies; State Aid; *Substance Abuse
IDENTIFIERS- *Washington

This study was designed to compare outcomes for two groups of alcohol and substance abuse clients (N=230): a control group assigned to regular 90 days of outpatient treatment, and an experimental group assigned to 180 days of extended outpatient care. Outcomes were compared in the following nine categories: (1) relapse, measured as reported alcohol or drug use subsequent to treatment; (2) post-treatment employment; (3) living arrangements; (4) medical and physical problems; (5) psychiatric problems; (6) legal or criminal justice system

Retelling in the Improvement of Reading Comprehension Scores of Urban, Lower Socio-Economic Fourth Graders.
PUB DATE- Apr 96
NOTE- 37p.; M.A. Project, Kean College of New Jersey.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)
DESCRIPTORS- *Basal Reading; Comparative Analysis; Comparative Testing; Grade 4; Intermediate Grades; Reading Assignments; *Reading Comprehension; Reading Research; Reading Strategies; Socioeconomic Status; Story Reading; Urban Youth
IDENTIFIERS- New Jersey (Essex County); *Retelling

A study examined retelling as a reading comprehension-enhancing technique. Subjects were 26 urban, lower socio-economic fourth graders from New Jersey (Essex County), including 10 girls and 16 boys. A control sample answered questions as a follow-up to reading basal stories; an experimental sample retold the stories as a follow-up. Comparable forms of the basal unit test were administered to both samples as pretests and posttests. In a comparison between the retelling and the skills sample for the pretest, with a mean difference of .16 and a t of .03, results indicated the two samples were virtually identical in reading comprehension at the outset. In the analysis of the posttest scores for the two samples, findings revealed a mean difference of 6.0 and a t of .74, thus no significant difference was found. However, the children in the control sample had a minimum of 4 years of teacher-directed classroom practice employing the question and answer approach, while the experimental sample had no instruction in the practice of retelling. Further research is suggested in the area of retelling, both as an assessment tool and as an instructional tool. (Contains 13 references; related literature and a list of reading selections from the basal series are appended.) (CR)

ED 394 136 CS 012 440

Thompson, Ruby L.; Mixon, Gloria A.
Enhancing the Reading Engagement of African-American and Hispanic Learners in Inner-City Schools: A Curriculum Guide for Teacher Training. Instructional Resource No. 21.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Blacks; *Cultural Differences; Curriculum Development; Elementary Education; Hispanic Americans; *Multicultural Education; *Student Needs; Teacher Education; *Urban Education
IDENTIFIERS- African Americans; *Diversity (Student)

There is a mandate for teachers who are trained to meet the needs of the increasingly more culturally diverse populations, particularly in urban schools. General competencies which all teachers of urban learners should develop include respect for cultural differences and a belief in the abilities of culturally different learners. Additionally, teachers of reading must be competent in using children's cultural resources in the reading classroom, in creating culturally compatible reading classrooms, in planning for and teaching critical literacy behaviors for these learners, and in

A Need for Definition and Greater Consideration for the Influences of Socialization and Culture.
PUB DATE- Feb 96
NOTE- 28p.; Paper presented at the Annual Meeting of the Western States Communication Association (67th, Pasadena, CA, February 16-20, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Communication Research; *Cultural Influences; *Emotional Response; Higher Education; *Nonverbal Communication; Research Methodology; *Social Influences
IDENTIFIERS- Journal of Nonverbal Behavior

Nonverbal communicative behaviors are a primary channel for emotional expression. Emotions, in turn, strongly influence nonverbal communication displays. Thus, the role of emotions should be a central consideration in nonverbal communication studies. A study examined 34 articles, published in the "Journal of Nonverbal Behavior" between 1976 and 1994, to determine how emotion is characterized and what role is attributed to socialization and culture in emotional expression. Results indicated that emotions were usually considered simply as an abstract categorical term (e.g., fear), with little consideration for causal motivations. The impact of socialization and cultural variation was also ignored in a majority of the studies. Contains 47 references. (Author/RS)

ED 394 157 CS 509 237

Watt, Willis M.
Assessing Student Learning Outcomes in Teaching Business and Professional Speaking.
PUB DATE- Nov 95
NOTE- 13p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; College Students; Communication Research; *Communication Skills; Field Studies; Higher Education; *Outcomes of Education; *Sex Differences; *Speech Communication; *Student Development; Student Evaluation
IDENTIFIERS- Self Report Measures

A study examined the effects of a college business/professional speaking course on the communication skills' development of students. The research examined three hypotheses: (1) that student ratings of their own communication skills would show a significant improvement after a 16-week course on business and professional speaking; (2) that males and females would not show a significant difference in their appraisal of their communication skills following the course; and (3) that undergraduate and graduate students would not show significant differences in their appraisal of their communication skills following the course. The study substantiated the first hypothesis but not the second or third. With regard to the first hypothesis, it was observed that when students viewed a videotape of their performance and then discussed it with a teacher their performance skills improved. With regard to the second hypothesis, male students did not report a significant improvement in their skills, while female students did. There are some indications that males are more developed in terms of

Liaison: The North Lowestoft Schools Network" (Mike Harbour); (5) "The Rationale and Experience of a 'Schools Association': The Ivel Schools' Association" (Ron Wallace); (6) "Education 2000: Collaboration and Cooperation as a Model of Change Management" (Lynne Monck and Chris Husbands); (7) "A Consortium Approach to Staff Development" (Peter Upton and Phil Cozens); (8) "Collaboration and Competition in Education: Marriage not Divorce" (Sylvia West); and (9) "Collaboration for School Improvement: The Power of Partnership" (Michael Johnson and Michael Barber). Chapters in part 2 examine the conditions under which successful consortia operate. Chapters include: (10) "Consortium Collaboration: The Experience of TVEI" (Ann Bridgwood); (11) "Consortium Collaboration in Teacher Education: The ERTEC Experience" (David Bridges); (12) "Collaboration Through Networking: The Collaborative Action Research Network" (Bridget Somekh); (13) "Beyond Collaboration: On the Importance of Community" (Mike Fielding); and (14) "Theories of Association: The Social Psychology of Working Together in Educational Consortia" (Harry Gray). References accompany each chapter. An index is included. (LMI)

ED 394 175   EA 027 492

Wyness, Michael G.
Schooling, Welfare and Parental Responsibility.
PUB DATE- 96
NOTE- 174p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Child Welfare; Discipline; Foreign Countries; Government School Relationship; Parent Attitudes; *Parent Responsibility; Parent Role; Parent School Relationship; Parent Student Relationship; Parent Teacher Cooperation; Public Policy; *School Responsibility; Secondary Education; *Social Responsibility; Social Theories; *Student Welfare; Teacher Role
IDENTIFIERS- *Scotland

Issues of child protection, child abuse, and delinquency have generated public and academic concerns about the ability of adults to underwrite the physical, moral, and social welfare of children. At the same time, recent educational reform has provoked debate about the shifting balance of power between parents and teachers. This book combines these two agendas in a theoretical framework and examines the common understandings of the concept of parental responsibility. Data were derived from interviews with 20 teachers from five Scottish secondary schools and from interviews with 12 middle-class couples and 10 working-class couples with 14-15 year old children Following the introduction, chapter 1 outlines an ongoing debate that converges on the theme of family decline. Chapter 2 deals with the extent to which the classroom managerial skills of the teacher are necessarily diluted by a teaching approach that emphasizes the emotional and social as well as the intellectual welfare of the child. The third chapter assesses the kinds of assumptions that parents and teachers make about their respective spheres of influence. Chapters 4 and 5 document the ways in which parents assert their moral and social responsibilities in and against what is perceived to be an increasingly morally and socially fragmented outside world. The fourth chapter focuses on the routine business of establishing boundaries within the home that often necessitate creating boundaries between the home and outside world. In chapters 5 and 6, the debate around the interventionist powers of the school as a moral agency is explicitly addressed in an

Hayes, Cheryl D.
Rethinking Block Grants: Toward Improved Intergovernmental Financing for Education and Other Children's Services.
PUB DATE- Apr 95
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; *Block Grants; Categorical Aid; Elementary Secondary Education; Federal Aid; *Federal State Relationship; *Finance Reform; Financial Support; Governance; Human Services; *New Federalism; State Federal Aid; Welfare Services

The 104th Congress seems intent on reforming the financing of federal programs and, in the process, devolving more authority for the design and delivery of supports and services to states and communities. This paper reviews the experience and lessons from the Reagan block grants of the 1980s, highlighting the similarities and differences between those programs and current block-grant proposals. Also, a number of suggestions for designing social welfare block grants to effectively and equitably address the needs of the nation's children, families, and communities are presented. To sustain support, block grants must clearly define program purposes, goals, and objectives and should protect support for vulnerable populations. Policymakers should consider each state's administrative capabilities, maintain an adequate safety net for state funding, work out the equitable distribution of funds, and remember that flexibility requires adequate funding. Some block-grant funding should be targeted at populations with clearly defined needs, and block grants should protect federal funding for cities. Accountability should be based on an established set of measurable results. Five tables are included. Information about the Finance Project and its resources are included. (Contains 81 endnotes.) (LMI)

ED 394 194 EA 027 517

Hayes, Cheryl D.; And Others
Compendium of Comprehensive, Community-Based Initiatives: A Look at Costs, Benefits, and Financing Strategies.
PUB DATE- Jul 95
NOTE- 153p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agency Cooperation; *Community Programs; Educational Finance; Elementary Secondary Education; *Family Programs; Financial Support; Governance; Human Services; Institutional Cooperation; *Integrated Services; Program Evaluation; Shared Resources and Services; *Social Services; State Aid; State Legislation; State Programs

Many service systems have fundamentally reoriented services by creating infrastructures that link resources from many parts of the community. This paper reviews 50 comprehensive community-based initiatives and describes their costs, results, and methods of finance. The overview defines comprehensive community-based initiatives and outlines governance arrangements, financing strategies, and accountability systems. All the models present potentially promising models for community change. For the most part, however, their experiences have not been documented in ways that will help policymakers or

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Administrator Responsibility; Administrator Role; Child Welfare; *Educational Administration; *Educational Philosophy; Elementary Secondary Education; *Moral Values; Organizational Development; Social Action
IDENTIFIERS- *Caring

This book demonstrates the centrality of caring in educational administration. As a conceptual framework that emphasizes personal development and the cultivation of community, an ethic of caring can be used to improve academic performance, combat social problems, and rethink organizational strategies. Chapter 1 draws from scholarship in a number of disciplines to clarify the meaning of a "caring ethic." Chapters 2 and 3 focus on justifying the inclusion of a caring ethic in administration. Following Frankena (1973) and Strike, Haller, and Soltis (1988), chapter 2 begins with nonconsequentialist or deontological arguments for caring in education. Consequentialist teleological arguments are presented in the third chapter. Chapters 4-6 discuss the changes that must occur if the transformative ethics of caring, concern, and compassionate justice are to become realities in education. Chapters 5 and 6 explore changes that need to occur in administrator practice and preparation and discuss policies and practices that demonstrate the ways in which a caring ethic can help to transform education. Concluding thoughts address the urgent need for caring in schools. An index is included. (Contains 409 references.) (LMI)

ED 394 215 EA 027 542

Guskey, Thomas R., Ed.; Huberman, Michael, Ed.
Professional Development in Education: New Paradigms and Practices.
PUB DATE- 95
NOTE- 290p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Career Development; Elementary Secondary Education; *Faculty Development; Incentives; Inservice Teacher Education; Knowledge Base for Teaching; Models; *Professional Development; Teacher Effectiveness; *Teacher Improvement; *Teaching (Occupation); Theory Practice Relationship

Professional development is a crucial component in nearly every modern proposal for educational improvement. This book contains a collection of essays by individuals well known for their work in the professional development of educators. Each essay is a systematic effort to illustrate the conceptual grounds from which each professional-development perspective is derived and show the connections between theory and practice. The essays represent practices from Australia, Canada, England, Israel, The Netherlands, Switzerland, and the United States. Following the foreword by Matthew B. Miles and introduction by Thomas R. Guskey and Michael Huberman, the two chapters in part 1, "The Role of Personal Bases and Characteristics," are: (1) "Development and Desire: A Postmodern Perspective" (Andy Hargreaves); and (2) "Expanding a Teacher's Knowledge Base: A Cognitive Psychological Perspective on Professional Development" (Hilda Borko and Ralph T. Putnam). Part 2, "Social-Psychological and Institutional Factors," contains the following three chapters: (3) "Teachers' Work and the Labor Process of Teaching: Central Problematics in Professional

(For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Access to Information; Assistive Devices (for Disabled); Communication Aids (for Disabled); *Computer Networks; Elementary Secondary Education; *Information Networks; Input Output Devices; *Optical Disks; *Visual Impairments

Project CD-VisROM was a 3-year federally supported project to develop procedures by which students who are visually disabled could access the vast amounts of information available through the compact disc read-only-memory (CD-ROM) medium. The heart of the system is a computer which is equipped with several CD-ROM drives, and a CD-ROM in each drive. The second component is the computer which the student uses, equipped with a modem and adaptive software and hardware enabling the visually disabled student to have access to the information displayed on his or her computer screen, such as screen enlargement software, a speech synthesizer, or electronic braille displays. The system also involves one or more communication nodes and software designed to operate the system. A very large number of students who are widely dispersed can make use of the system. The project report offers a description of the system, the basics of CD-ROM technology, assistive technology, training guidelines, ongoing management suggestions, and considerations for establishing remote access to CD-ROM service. Appendices provide workstation instructions, a list of equipment and software, training program components, sample lesson plans, quick reference sheets, and sources of CD-ROMs. A printed guide to the system lists reference materials available on CD-VisROM; system components; benefits of the system for visually impaired students, vision teachers, and school districts; how students access and use the system; and guidelines for setting up a CD-VisROM system. An accompanying video explains how students with visual impairments can do research on their own, and demonstrates students' use of the equipment. It offers the perspectives of students, teachers, an administrator, and a parent concerning the system, and points out that the two main advantages of CD Vis-ROM are that it is cost-effective and user-friendly. (JDD)

ED 394 235 EC 304 755

Parents Can Be the Key...to an Appropriate Education for Their Child with Disabilities. A Handbook on Rights and Responsibilities in Special Education for Parents of Children with Disabilities.
PUB DATE- 95
NOTE- 34p.; For earlier edition, see ED 259 542.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Advocacy; Compliance (Legal); *Disabilities; Disability Identification; *Due Process; Elementary Secondary Education; Eligibility; Individualized Education Programs; Infants; Parent Participation; *Parent Rights; Parent Role; *Parent School Relationship; Preschool Education; Special Education; Student Evaluation; Student Placement; Student Rights
IDENTIFIERS- *Minnesota

This booklet summarizes the rights and responsibilities of Minnesota parents of children with disabilities and offers classroom climate, and routines and procedures); (3) classroom management (such as planning, classroom rules, movement management, and reinforcement versus punishment); (4) effective instruction (instructional planning, group practice, and assessment of mastery); (5) collaborative teaming (rationale, types of teams, and peer coaching/mentoring); and (6) individualized instruction (what to teach and how to teach). Attached are a glossary and appendices which include rating scales and listings of instructional principles. Also attached are five topical papers on: Program of Studies requirements, educating students with attention deficit hyperactivity disorder, nonaversive techniques for behavior management, transition, and assistive technology. (The main paper contains 32 references; the topical papers also contain references and glossaries). (DB)

ED 394 254 EC 304 774

A Strategic Planning Guide for West Virginia's Faculty Senates.
PUB DATE- 20 Dec 94
NOTE- 191p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disabilities; Educational Objectives; *Educational Planning; Elementary Secondary Education; *Inclusive Schools; Inservice Teacher Education; Long Range Planning; Mission Statements; Needs Assessment; Participative Decision Making; Program Evaluation; School Policy; *School Restructuring; Special Needs Students; Staff Development; State Legislation; *Strategic Planning; Teacher Collaboration; Teacher Participation
IDENTIFIERS- West Virginia

This guide is intended to assist faculty senates in West Virginia as they develop strategic plans required by state legislation for the integration of students with exceptional needs into regular classrooms. Following a summary of the legislation, required plan components are described, and a copy of the required form is presented. Sections of the guide present definitions, concepts, and resources to be used in the development and implementation of specific components of the strategic plan. Plan components include: (1) mission statement; (2) goals; (3) needs; (4) objectives and activities; (5) evaluation; (6) staffing; (7) collaboration; and (8) training. A list of additional resources concludes the guide. (Contains 48 references.) (DB)

ED 394 255 EC 304 775

Colley, Debra; Gingerich, Jade
Vocational Rehabilitation Services: A Consumer Guide for Postsecondary Students.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Mar 96
NOTE- 5p.; For earlier edition, see ED 332 404.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

Technologies in Europe).
PUB DATE- 95
NOTE- 58p.
LANGUAGE- Swedish
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Communication Skills; Evaluation Methods; Foreign Countries; Language Acquisition; *Measurement Techniques; *Moderate Mental Retardation; Speech Language Pathology; *Test Construction
IDENTIFIERS- Sweden

This report was developed as part of a Swedish study to examine whether videotelephones can be used to develop the communicative ability of individuals with mental retardation and whether access to telecommunications increased the possibilities of social integration. Communication was viewed as sharing a feeling, action, or experience with another person. This part of the study focused on designing an assessment form for assessing the communicative competence of individuals with moderate mental retardation and testing of the form by 10 speech pathologists working with adults with mental retardation. Results showed that the form functions effectively only if several persons who know the disabled person well participate in the assessment procedure and combine this with information from the participant him/herself. A copy of the assessment form is appended. (Contains 62 references.) (JDD)

ED 394 272 FL 023 342

Nunan, David
The More Things Change the More They Stay the Same: Or Why Action Research Doesn't Work.
PUB DATE- Dec 94
NOTE- 14p.; Paper presented at the Annual International Conference of the Institute of Language in Education (Hong Kong, December 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; Case Studies; Change Strategies; *Classroom Research; Classroom Techniques; Educational Change; *English (Second Language); Foreign Countries; *Instructional Improvement; Postsecondary Education; *Research Methodology; *Research Problems; Secondary Education; Second Language Instruction; Teaching Methods

This paper proposes that despite the anticipated benefits of classroom research for improved instruction, there are identifiable factors that can interfere with its effectiveness. Examples are drawn from three research projects, undertaken in English-as-a-Second-Language instructional settings. First, the steps in the classroom research process are outlined. Then for each case, the evolution of the project is described, problems are noted, and attempts to remedy them are examined. The cases involved professional development projects for secondary and postsecondary language teachers. It is concluded that in each instance, some of these things happened to prevent change: (1) teachers were not given recognition or time off for doing research; (2) the agenda was controlled by the administration; (3) the agenda was subverted from within by teachers who wanted to bolster their own position within the political context in which they worked; (4) teachers lacked the technical skill and

DESCRIPTORS- Classroom Techniques; Course Descriptions; *English (Second Language); Foreign Countries; Higher Education; Instructional Effectiveness; *Protocol Analysis; *Reading Comprehension; Second Language Instruction; Student Attitudes
IDENTIFIERS- Taiwan

A study investigated the effectiveness of training students in think-aloud procedure to improve reading comprehension. Subjects were two groups of Taiwanese university students of English as a Foreign Language (EFL). In the first week, a think-aloud training session was given to one group. Then both groups were asked to read an English passage and take a comprehension test. In the second week, the second group was given initial think-aloud training and the first group was given additional training. Both groups read a new passage and took a comprehension test. Finally, both groups were administered a questionnaire about use of the think-aloud protocol. Results showed no significant difference between the groups but did show significant differences in the mean scores of the first and second tests. Possible explanations are considered. Questionnaire responses revealed factors that could affect student comfort level with the think-aloud procedures (length of training, text difficulty). It is concluded that while these results are not conclusive, the procedure can be used as a means of fostering text awareness and comprehension. Contains 32 references and the survey instrument. (MSE)

ED 394 293 FL 023 689

Safi, Anna Marie
Ditch the Dictionary: Finding a Vocabulary Comfort Zone. Vocabulary, Reading and Multiple Intelligences in an English as a Second Language Classroom.
PUB DATE- 29 Mar 96
NOTE- 8p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (30th, Chicago, IL, March 26-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; College Faculty; College Second Language Programs; *Dictionaries; *English (Second Language); Faculty Development; Foreign Students; Higher Education; Inservice Teacher Education; *Intelligence; Learning Theories; Program Descriptions; *Reading Instruction; Resource Materials; Second Language Instruction; *Second Languages; *Vocabulary Development
IDENTIFIERS- Johnson and Wales University RI; *Multiple Intelligences

This paper describes "Ditch the Dictionary," a college faculty development workshop at Johnson and Wales University (Rhode Island) that applies the theory of multiple intelligences to vocabulary development and reading instruction in the English-as-a-Second-Language classroom. It was found that the institution's international and immigrant students were anxious about vocabulary use, overused the dictionary, and felt real learning was always by rote learning, traits not found compatible with good reading practice. A classroom technique for opening a reading course is described: having students reflect on a memorable learning event, so that they may realize that individuals process information in different ways. Theories of multiple intelligences and learning styles are then reviewed briefly, and a list of internal questions used by good

Solving Strategies in Reading in English" (Chiou-Lan Chern); "False Friends and Reckless Guessers: Observing Cognate Recognition Strategies" (John Holmes and Rosinda Guerra Ramos); "Too Many Words: Learning the Vocabulary of an Academic Subject" (Kate Parry); "American and Chinese Readers Learning From Lexical Familiarizations in English Text" (Margot Haynes and Ila Baker); "Strategies for Inferring Word Meaning in Context: A Cognitive Model" (Thomas Huckin and Joel Bloch); "Predicting Word Meanings From Contextual Clues: Evidence From L1 Readers" (Fraida Dubin and Elite Olshtain); "The Healthy Inadequacy of Contextual Definition" (Mark Stein); "High Frequency Vocabulary and Reading Proficiency in ESL Readers" (James Coady, Jeff Magoto, Philip Hubbard, John Graney, and Kouider Mokhtari); "Procedural and Declarative Knowledge in Vocabulary Learning: Communication and the Language Learners' Lexicon" (Peter Robinson); "Factors Affecting the Acquisition of Vocabulary: Frequency and Saliency of Words" (Cheryl Brown); and "Summary and Future Directions" (Thomas Huckin and Margot Haynes). (NAV)

ED 394 312 FL 023 713

Brice, Colleen
ESL Writers' Reactions to Teacher Commentary: A Case Study.
PUB DATE- 1 Apr 95
NOTE- 23p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (29th, Long Beach, CA, March 26-April 1, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; College Second Language Programs; *English (Second Language); *Error Correction; *Feedback; Higher Education; Interviews; Protocol Analysis; Second Language Instruction; Student Attitudes; *Teacher Student Relationship; *Writing (Composition); *Writing Exercises; Writing Instruction
IDENTIFIERS- Purdue University IN

A study at Purdue University (Indiana) investigated three English-as-a-Second-Language students' understanding of and attitudes toward teachers' written feedback on compositions. All were enrolled in an expository prose class for non-native speakers of English, and all were freshmen of varied ages and backgrounds. Data were gathered in videotaped think-aloud protocols in which the students responded to teacher comments on an essay, interviews concerning preferences for written comments, a student take-home questionnaire on types of written feedback, and a teacher interview. The responses of each student are presented and analyzed separately. It was found that all three students were heavily investing in reading and responding to their teacher's commentary, and all were frustrated with the grammar/vocabulary correction system used by the teacher, because the students forgot what certain correction symbols meant, and wished explicit feedback on grammar. (Contains 26 references, and the system for coding students' verbal behaviors during think-aloud protocols is appended.) (MSE)

ED 394 313 FL 023 714

Basic French Assessment: Speaking and Writing Skills, Senior 1 and 4, 1993. Summary Report.
PUB DATE- Sep 95

ED 394 331 FL 023 742

Dong, Yu Ren
A Cross-Cultural Relationship between the Advisor and the Advisee: Dissertation Writing Supervision in Science.
PUB DATE- Mar 96
NOTE- 27p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (30th, Chicago, IL, March 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Advising; Biochemistry; Case Studies; Chinese; College Faculty; Comparative Analysis; Counselor Role; Cultural Awareness; *Doctoral Dissertations; Ecology; Educational Background; English (Second Language); *Faculty Advisers; Genetics; Graduate Students; Higher Education; *Intercultural Communication; *Science Education; Student Attitudes; Student Role; Supervision; Teacher Attitudes; Teacher Role; *Teacher Student Relationship
IDENTIFIERS- Chinese People

A study examined the supervisory relationship between a non-native English-speaking doctoral student and a native English-speaking advisor, particularly in science, focusing on factors leading to effective or ineffective supervision, advisee response to advisor guidance and assistance, and the roles played by the two participants. Subjects were three Chinese students, one female and two male, in different fields (biochemistry, genetics, ecology) and three male doctoral advisors. Data collection spanned a 6-month period, with data gathered from dissertation drafts and advisors' written comments on them, observations and field notes of writing conferences and research group lab meetings, a variety of student and institutional documents, and students' English and Chinese literacy histories. The three case studies are presented in narrative form. It is concluded that the advisor's cross-cultural awareness and the style taken in relation to the student's preference do affect dissertation supervision. Implications for further research and practice are discussed briefly. Contains 31 references. (MSE)

ED 394 332 FL 023 743

Ward, Annita Marie; Xu, Libin
The Relationship between Summarizaton Skills and TOEFL Scores.
PUB DATE- Mar 94
NOTE- 9p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (28th, Baltimore, MD, March 8-12, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Gains; *English (Second Language); *Language Tests; Reading Instruction; Reading Skills; *Reading Strategies; Scores; Standardized Tests
IDENTIFIERS- *Summarization; *Test of English as a Foreign Language

Literature relating summarization skills to reading improvement and to test score gains is reviewed, and two new studies are reported. One study compared gain on the Test of English as a Foreign Language (TOEFL) of two groups of students, one (n=7 first chapter provides background information and assumptions. The second chapter discusses the planning process (lesson preparation, pre-instructional decision-making, collaboration with colleagues). Classroom talk is the focus of the third chapter, including direct instruction, error correction and feedback, teacher questions, instructions, and use of the first language. Chapter 4 looks at classroom dynamics, including classroom monitoring, cross-cultural aspects of classroom management, the "effective teaching" movement, reflective teaching, and dealing with behavior problems. Chapter 5 addresses instructional groups, teacher and learner roles; small group and pair work; large classes; individual instruction; self-directed learning; and mixed-level groups. In chapter 6, resource management issues are considered, including use of commercial texts, and making the most of the teacher's manual, and exploiting materials that lack a teacher's guide, electronic support, using computers in the classroom, and motivation; attitude; anxiety. Finally, issues in formal, informal, and self-evaluation and evaluation by others are discussed. Contains bibliographies and indexes. (MSE)

ED 394 352 FL 023 786

Bergsland, Knut, Comp.
Aleut Dictionary (Unangam Tunudgusii). An Unabridged Lexicon of the Aleutian, Pribilof, and Commander Islands Aleut Language.
PUB DATE- 94
NOTE- 854p.
LANGUAGE- English; Aleut
EDRS Price- MF05 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *Alaska Natives; Contrastive Linguistics; Diachronic Linguistics; Dictionaries; *Eskimo Aleut Languages; Ethnography; Geographic Distribution; Grammar; Kinship; Language Patterns; Linguistic Borrowing; Maps; Morphology (Languages); Number Systems; Phonology; *Regional Dialects; Sociocultural Patterns; Time; Uncommonly Taught Languages
IDENTIFIERS- Orthography

This comprehensive dictionary draws on ethnographic and linguistic work of the Aleut language and culture dating to 1745. An introductory section explains the dictionary's format, offers a brief historical survey, and contains notes on Aleut phonology and orthography, dialectal differences and developments, Eskimo-Aleut phonological correspondences, and Aleut treatment of Russian words. The main body of the dictionary is in two parts: basic words and derivatives, and suffixes. Following this are problematic words in older sources, appendixes, and an English index, with its own introduction. Appended materials include notes on demonstratives, directions of the wind, positional nouns, numerals, Aleut calendars, kinship terms, Ancient Aleut personal names, baidarka terminology, place names with maps, and loan words. An addendum contains information obtained while the dictionary was being typeset. (MSE)

ED 394 353 FL 023 787

Jacobson, Steven A., Ed.
Yup'ik Eskimo Dictionary.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.; National Science Foundation, Washington, D.C.
PUB DATE- 84
NOTE- 773p.
LANGUAGE- English; Yupik

accreditation visit with state reviews; (4) state agencies and accrediting agencies work together to implement visit-by-exception models of accreditation; (5) accrediting agencies broaden their governance structure to include representatives of other disciplines, employers of program graduates, and the public; and (6) the recognition and approval of specialized accreditation agencies be contingent upon evidence of broad governance. Four appendixes provide information on accredited and non-accredited programs in the six disciplines, a copy of the survey form, relevant Florida statutes, and the accreditation status of University of Florida colleges. (MDM)

ED 394 373 HE 028 999

An Analysis of Non-Resident First-Time-In-College Students in Florida Public Postsecondary Institutions. Report and Recommendations.
PUB DATE- Dec 95
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- *Admission Criteria; *College Admission; College Freshmen; Community Colleges; Educational Policy; *Enrollment; Higher Education; In State Students; *Out of State Students; *Public Colleges; Residence Requirements; State Legislation; State Standards; State Universities; Statewide Planning
IDENTIFIERS- *Florida; State University System of Florida

This study examined the enrollment rates and policies related to non-resident first-time-in-college (FTIC) students at State University System (SUS) institutions in Florida. It found that non-resident FTIC students were not taking SUS admission spaces from qualified Florida residents in any great numbers. Nevertheless, it recommends that: (1) the high school grades and test scores of non-resident FTIC students should at least equal to those of resident FTIC students at selective SUS institutions; (2) SUS institutions should cease the alternative admission of non-resident FTIC students so long as academically qualified resident FTIC students are turned away; (3) non-resident FTIC enrollments should be capped near current levels, at 15 percent; (4) resident community college graduates should receive priority over non-resident students for admission to SUS institutions; (5) non-resident students pay the full cost of college-level remedial instruction at public institutions; (6) a non-residency classification policy audit be conducted; (7) school registrars meet biennially to discuss residency classification problems; and (8) residency status be indicated on all transcripts issued by public postsecondary institutions. Three appendixes provide information on home state enrollments, state reciprocity agreements, and relevant state statutes. (MDM)

ED 394 374 HE 029 000

Course Withdrawal and Forgiveness Policies. Report and Recommendations.
PUB DATE- Jan 96
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Failure; Academic Standards; Articulation (Education); Community Colleges; *Educational Policy; *Grades

*Accreditation (Institutions); Accrediting Agencies; *College Faculty; *College Outcomes Assessment; Critical Thinking; Educational Quality; General Education; Higher Education; *Institutional Evaluation; Program Improvement; Quality Control; *Self Evaluation (Groups); Standards; Student Evaluation

This collection presents 68 papers or summaries presented at a 1996 conference on self-study and institutional improvement for institutions of higher education. Papers are grouped in the following 10 chapters (with sample topics in parentheses): (1) "Integrity and Accreditation: Current Issues" (intercollegiate athletics, nontraditional students, electronically offered programs, and interinstitutional agreements); (2) "Integrity and Accreditation: Focus on Faculty" (faculty burnout, faculty governance, and integration of part-time and adjunct faculty); (3) "Integrity and Accreditation: Improving Retention/Completion Rates" (the accelerated baccalaureate degree, community college-university collaboration, barriers to timely degree completion); (4) "General Education/Critical Thinking" (critical thinking, assessment of general education, and competency-based general education); (5) "Assessing Student Learning: Implementing the Assessment Plan" (assessment at Ball State University--Indiana, a culture of assessment for improvement, and comprehensive assessment plans); (6) "Assessing Student Learning: Relating Assessment of Student Academic Achievement to Institutional Effectiveness" (institutional effectiveness and continuous improvement, and linking institutional effectiveness and assessment); (7) "Assessing Student Learning: Tools of Assessment" (technology and assessment, educational outcomes assessment, and student academic achievement in graduate programs); (8) "Assessing Student Learning: The Role of Faculty in Assessment Plans and Programs" (decentralization and faculty ownership, the role of faculty in assessment at Ohio Wesleyan University, and faculty participation in student learning outcomes assessment); (9) "From Self-Study to Site Visit: Case Studies" (14 critical choices in the self-study process, and a case study of the reaccreditation process); (10) "The Role and Responsibilities of the Self-Study Coordinator" (a 12-part process, practical planning procedures, using an institutional self-study guide, and strategic planning); (11) "Self-Study and Evaluation: Practical Advice" (community involvement, the steering committee, the team visit, and self-study for the multi-campus institution); and (12) "Coordinating Special Types of Evaluation" (institutions seeking initial candidacy, using the new criteria, and the mandated focused visit). (Most papers contain references.) (DB)

ED 394 394   HE 029 085

Ten Public Policy Issues for Higher Education in 1996. AGB Public Policy Paper Series No. 96-1.
PUB DATE- 96
NOTE- 28p.; For the previous reports, see ED 366 236 and ED 378 905.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; Affirmative Action; Cost Effectiveness; Distance Education; Economic Development;

1994, 72 percent of higher education support was used by institutions of higher education for current operating expenses such as salaries and student financial aid. It is concluded that individual donors are a major source of support that must be cultivated in the currently graduating generations. (Contains 11 references.) (NAV)

ED 394 410 HE 029 104

Wolfson, Gloria Krupnick
Prior Learning Assessment: A Case Study of Acceptance of Innovation and Change.
PUB DATE- Mar 96
NOTE- 281p.; A major applied research project, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Adult Students; Change Strategies; College Credits; Educational Change; *Education Work Relationship; Equivalency Tests; Experiential Learning; Higher Education; Nontraditional Students; *Prior Learning; Resistance to Change; School Business Relationship; Student Placement; Transfer Policy; *Work Experience Programs
IDENTIFIERS- *University College of the Fraser Valley BC

This project investigated the acceptance of innovation and change as it related to a specific education change of prior learning assessment (PLA) at the University College of the Fraser Valley (UCFV) in British Columbia, Canada. The study explored the barriers that existed against students who wanted to have experiential and workplace learning recognized towards a credential at UCFV. Content analysis of all internal and provincial documents relating to PLA were used to identify a series of issues and concerns that were explored both quantitatively and qualitatively. A survey of all UCFV faculty and administration explored attitudes toward and actual experiences with prior learning assessment. In-depth focus interviews were conducted with those who attempted to gain recognition for prior learning. Use of case study and triangulation presented a more complete description of the situation and a more thorough understanding of the forces acting to both inhibit and promote change. Integration of content analysis, survey research, and in-depth interviews served as a basis for a set of recommendations to UCFV that should increase acceptability and use of PLA. Recommendations include the creation of an Office of Prior Learning at the college; incorporation of PLA in base budget funding; and resolution of the issues of transcription, portfolio grading, and transferability of PLA credit. (Contains over 200 references.) (Author/NAV)

ED 394 411 HE 029 105

Richart, Victoria Munoz
Considerations for the Development of a Higher Education Agenda for the '90s and Beyond.
PUB DATE- Apr 96
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; Demography; Economic Change;

(150),Reports - Research/Technical (143)
DESCRIPTORS- Allied Health Occupations Education; *Curriculum Design; Health Personnel; Higher Education; *Medical Education; *Nursing Education; Obstetrics; *Professional Development Schools; Teaching Methods; *Theory Practice Relationship

This paper summarizes ongoing theoretical work and the findings of a recent research project in nursing and midwifery education to understand the problems encountered with using scientific knowledge in actual health care practice and to address these problems with educational program redesign. Case studies and mini-studies are used to investigate the ways in which theoretical knowledge is taught and linked to professional practice in a variety of curriculum slots in education settings and the ways in which the use of theory is introduced in service settings. Some methodologies were found to be more successful than others. The main reasons for problems in practice include little mediation of theory in service settings, lack of clarity about the facilitation and location of use of certain learning objectives, insufficient provision for mediation in the curriculum plan, and inappropriate teaching. But even good teaching over a sequence of sessions cannot ensure appropriate use of theory in practice if crucial links in the mediation chain are missing. Problems were found to be the greatest in the biological sciences, where both understanding the context and appreciating its relevance cause considerable difficulty. This difficulty is believed to be a failure to sufficiently articulate the curriculum demands of teaching for theory use in addition to theory comprehension. It is highly recommended that every pre-registration program have an overall plan for coordinating the theory with the practice. (Contains 23 references.) (NAV)

ED 394 428 HE 029 122

Pollicino, Elizabeth A.
Faculty Satisfaction with Institutional Support as a Complex Concept: Collegiality, Workload, Autonomy.
PUB DATE- 10 Apr 96
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Collegiality; *Faculty College Relationship; *Faculty Workload; Higher Education; Individual Development; *Job Satisfaction; Professional Development; *Quality of Working Life; Satisfaction; Tenure; Work Environment
IDENTIFIERS- National Survey of Postsecondary Faculty

This paper assesses public and private, four-year college or university faculty satisfaction in the context of the complexity of satisfaction and the importance of the interaction between faculty professional values or expectations and institutional values. Satisfaction is defined as the extent to which faculty perceive that the institution provides a climate ensuring professional autonomy and activity commensurate with specialized expertise. Data were obtained from the 19-item Likert-type scale used on the National Survey of Postsecondary Faculty, 1988; a parallel analysis was also performed to provide additional confirmation of results. Mission was classified by four of the Carnegie categories for baccalaureate-granting institutions: research, doctoral, comprehensive, and liberal arts. The most noteworthy results

IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; Job Training Partnership Act 1982; *Michigan Council on Vocational Education

This document summarizes the major activities of the Michigan Council on Vocational Education (MCOVE) during the years 1992-93 and 1993-94. The preface outlines the objectives and functions of the MCOVE, which is composed of 13 individuals representing citizens and various groups interested in vocational education in Michigan, including secondary and postsecondary educators, business/industry and labor representatives, and career/guidance counselors. First, the MCOVE members and public meetings held during 1992, 1993, and 1994 are listed. Presented next are the MCOVE's 16 recommendations to Michigan's state board of education (SBE) regarding the 1993-94 and 1995-96 state plan for vocational education and the SBE's responses to each recommendation. The following major activities conducted by the MCOVE during 1992-93 and 1993-94 are summarized: school-to-work study; adult/juvenile offender corrections studies; standards and assessment paper; Job Training Partnership Act evaluation; distribution of vocational funds; Future of Area Centers development; special populations study, teacher educator study; and study of vocational education's linkages with Michigan's business community. Concluding the report are responses to MCOVE's 1991-1992 biennial evaluation report and a list of 1992-1994 MCOVE award winners. (MN)

ED 393 980 CE 071 271

Juvenile Offender Corrections Study.
PUB DATE- Dec 95
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; Comparative Analysis; *Correctional Education; *Criminals; *Education Work Relationship; *Juvenile Justice; Program Effectiveness; Program Improvement; Public Education; Questionnaires; State Surveys; Student Attitudes; Teacher Attitudes; *Vocational Education; Vocational Education Teachers
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; *Michigan

The vocational education programs offered in Michigan's juvenile corrections institutions were reviewed. Information was collected from the following sources: review of student outcomes; student and teacher surveys; and team reviews and surveys of students at two residential training schools for juveniles (Maxley and Adrian training schools); site visits to nine community and residential centers; and survey of vocational teachers. The level of vocational education services in Michigan's juvenile correction facilities was found to be far below that in public schools from several standpoints, including program development and adequate space, equipment, and supplies. It was further concluded that, as lengths of stay in residency are increasing, opportunities for full vocational programs for some students are also increasing. Among the recommendations offered for improving vocational education in juvenile corrections institutions were the following: increase funding; give all students extensive assessment-based career guidance; develop partnerships with labor, business, and industry to provide work-based learning, connecting activities, and meaningful school-based learning; teach teamwork and

Research; *Technical Occupations; Trend Analysis; *Work Attitudes
IDENTIFIERS- *Emic Etic Analysis; *Professionalism

In a continuation of research on the technical labor force that was initiated in 1990 at a large northeastern university, professionalism among technical workers was examined from an emic perspective. (Emics are conceptual strategies that explain phenomena in terms meaningful to the people being studied, whereas etics explain phenomena in terms meaningful to the observers.) The research centered on a series of coordinated ethnographic studies of technical occupations. Each study involved 6-12 months of field work in the form of a participant observation and unstructured interviews on a variety of subjects tailored to the occupation under investigation. The field notes from each study were then systematically searched for explicit emically based references to professionalism. The analysis focused on three aspects of professionalism: expertise, attitude, and presentation. In general, the technicians' talk of professionalism did not reflect a concern for power or status but rather an insistence that their expertise and contribution to the work process be respected within the professional division of labor. It was concluded that substantial discrepancies do in fact exist between etic and emic interpretations of professional rhetoric and that etically based conceptions of "profession" present only a partial and, at least in the case of professional rhetoric, inaccurate understanding of the social phenomenon of rhetoric. (Contains 52 references.) (MN)

ED 393 999 CE 071 301

Diebold, Francis X.; And Others
Job Stability in the United States. EQW Working Papers WP30.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Blacks; *Business Cycles; Educational Attainment; *Employment Patterns; *Labor Market; Postsecondary Education; Racial Differences; Salary Wage Differentials; Secondary Education; Sex Differences; Statistical Analysis; *Tenure; Trend Analysis
IDENTIFIERS- Current Population Survey

Data assembled from the sequence of Current Population Survey (CPS) tenure supplements for 1973, 1978, 1981, 1983, 1987, and 1991 were analyzed along with demographic characteristics and other variables available from the general CPS to identify changes in job retention rates in the United States throughout the 1980s. The analysis was based on Hall's method of estimating the distribution of eventual job tenure and Ureta's refinement of that procedure, which makes it possible to estimate historical 1-year job retention rates. Consideration was given to the possible effect of business cycles on retention rates. Overall, job retention rates remained fairly stable throughout the 1980s and early 1990s. Disaggregation of the data by current tenure, age, race, sex, education, and occupation did, however, reveal some changes in 4-year retention rates by demographic group that correspond loosely to changes in the wage structure. Retention rates have, for example, declined for high school dropouts and high school graduates relative to college graduates and for blacks relative

ED 394 019 CE 071 351

Martin, Susan
KnapSack Math.
SPONS. AGENCY- Massachusetts State Dept. of Education, Boston. Bureau of Adult Education.
PUB DATE- 93
NOTE- 31p.; Some pages contain filled print.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Learning Activities; *Literacy Education; Mathematical Applications; *Mathematics Instruction; *Parent Education; *Preschool Education; Workshops
IDENTIFIERS- 353 Project; *Family Literacy

A project was conducted to help parents in adult literacy classes learn how to help their children with mathematics. During the project, numerous kits were created for parent and child to sign out and take home. The kits contain all the materials needed for a mathematical activity, including the mathematics concept targeted in the kit and suggestions for using everyday materials around the house and the community. This document contains a summary of the project along with a lesson plan for conducting a parent workshop introducing the kits and instruction sheets for 18 kits. Topics covered in the kits include the following: one-to-one correspondence, counting, measurement, capacity and volume, geometric shapes, and fractions. Instruction sheets in Spanish are provided for four of the activities. (KC)

ED 394 020 CE 071 352

Smith, Cristine, Ed.
Orientation for New Adult Education Staff: Curriculum Guide.
SPONS. AGENCY- Massachusetts State Dept. of Education, Boston. Bureau of Adult Education.
PUB DATE- 1 Sep 92
NOTE- 316p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Educators; *Adult Literacy; Classroom Techniques; *Lesson Plans; *Literacy Education; Orientation; *Staff Development; Teaching Methods; Workshops
IDENTIFIERS- 353 Project

This guide was developed to aid facilitators in delivering orientation sessions for new adult education staff. The orientation is designed for 14-16 hours of class time; the 15 lessons are organized in three 5- to 6-hour days. The following topics are covered in the lessons: (1) introduction and goals; (2) what is literacy?; (3) materials; (4) the learner in the community--investigative activities; (5) the big picture--adult education in Massachusetts and beyond; (6) the learner in the community--problem-posing activities; (7) techniques and methods--peer-teaching jigsaw; (8) how adults learn as individuals; (9) assessment; (10) the learner in the community--learner-centered approach; (11) connecting to resources and support systems; (12) planning lessons; (13) final evaluation; (14) experience of being an adult educator; and (15) reflecting on learning and future goals. Each lesson lists suggested time,

ED 394 039 CE 071 397

Pickman, Alan J.
The Complete Guide to Outplacement Counseling.
PUB DATE- 94
NOTE- 150p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adults; *Career Counseling; *Career Development; Career Guidance; Counseling Services; *Dislocated Workers; Dismissal (Personnel); Employment Counselors; *Employment Practices; Ethics; Futures (of Society); *Job Layoff; *Outplacement Services (Employment)

This book, which can be of value both to professionals in the field and to persons receiving the services, presents an overview of the profession of outplacement counseling. It contains a wide variety of information, including both counseling theory and practical suggestions. The book also contains many brief case histories of actual outplacement candidates. The book is organized in 21 chapters that cover the following topics: (1) introduction to the field of outplacement counseling; (2) consulting to organizations; (3) establishing the counseling relationship; (4) assessment in outplacement counseling; (5) barriers to successful job search; (6) group services; (7) physical, behavioral, and counseling implications of the outplacement setting; (8) toward a theory of outplacement counseling; (9) common patterns of counselor-client interaction; (10) is outplacement ever therapy?; (11) background qualifications; (12) professional development; (13) supervision; (14) cross-cultural issues; (15) women and outplacement; (16) family issues; (17) international issues; (18) ethics; (19) relation of outplacement to other career development professionals; (20) marketing outplacement services; and (21) the future of outplacement. Three appendixes include competencies standards for outplacement practitioners, standards of ethical practice for outplacement professionals, and a list of 70 resources for outplacement practitioners. Contains 62 references. (KC)

ED 394 040 CE 071 398

Engineering Your Job Search: A Job-Finding Resource for Engineering Professionals.
PUB DATE- 95
NOTE- 154p.; Derived from "Job Search Strategies for Professionals," Employment and Training Administration, U.S. Department of Labor.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Career Education; Certification; Employment Interviews; Employment Opportunities; Employment Services; *Engineers; Information Networks; *Information Sources; Internet; *Job Search Methods; Labor Market; Money Management; *Occupational Information; Occupational Tests; Professional Associations; Records (Forms); Resource Materials; Resumes (Personal); *Self Evaluation (Individuals); Social Networks; Stress Management; Test Wiseness; Unemployment

This guide, which is intended for engineering professionals, explains how to use up-to-date job search techniques to design and conduct an effective job hunt. The first 11 chapters discuss the following steps in searching for a job: handling a

PUB DATE- 95
NOTE- 295p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adults; Career Change; *Career Development; Career Planning; Careers; Change Strategies; Dislocated Workers; Education Work Relationship; Emerging Occupations; *Employment Patterns; Entrepreneurship; *Futures (of Society); *Job Satisfaction; *Occupational Mobility; Professional Development; *Quality of Working Life

This book focuses on the ongoing revolution in work. Downsizing, entrepreneurship, businesses within businesses, and the quality of work life are discussed, with emphasis on how one can survive and prosper in this environment. The 17 chapters of the book are organized in five parts. In Part 1, "New Work for A New Era of Prosperity," the chapters cover two topics: (1) why more and more people are feeling job shock and the insights necessary for interpreting and capitalizing on the revolutionary forces behind a changing work place; and (2) the tools for understanding the forces driving the economy and the great work revolution ahead. The three chapters of Part 2, "The Corporation of the Future Today!," addresses these topics: what one will find in sales and the front lines of a corporation of the future; the new issues in organizing the office and back-line support functions; and how the manufacturing and production functions will align with the front-line needs. Part 3, "Four Principles Driving the Work Revolution," contains four chapters that posit these principles: maintain your strategic focus--do only what you do best; organize around your customers and your front lines; establish every individual, team, and unit as a business; and link everybody in real-time information systems. The three chapters in Part 4, "New Skills and Career Paths: How You Fit In," are as follows: the nine new skills essential to success in the new economy; career path one--becoming a "specialized generalist" or front-line information user; and career path two--becoming a "generalized specialist" or back-line information provider. The five chapters in Part 5, "Leveraging the New Entrepreneurial Climate," discuss the following: entrepreneurial lessons of the past; radical innovation; becoming an "intrapraneur"; buying a franchise or starting a "cookie-cutter" business; and turning a job into a subcontract business. An epilogue suggests ways people can design their own economic futures. (KC)

ED 394 059   CE 071 446

Redman, Warren
Portfolios for Development: A Guide for Trainers and Managers.
PUB DATE- 94
NOTE- 211p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Competence; Competency Based Education; Foreign Countries; Individual Development; *On the Job Training; Organizational Development; *Portfolio Assessment; Portfolios (Background Materials); Professional Development; *Staff Development
IDENTIFIERS- *National Vocational Qualifications (England)

Portfolios are increasingly being used to demonstrate competence

PUB DATE- Nov 95
NOTE- 33p.; For a related document, see CE 071 502.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Educational Certificates; *Educational Needs; Educational Research; Employee Attitudes; Employer Attitudes; *Food Service; Foreign Countries; *Hospitality Occupations; Job Skills; *Job Training; Labor Needs; Labor Supply; Needs Assessment; Occupational Home Economics; Postsecondary Education; *Staff Development; Student Certification; Vocational Education
IDENTIFIERS- *Great Britain

Aimed at all those involved in the supply of training and vocational education for the hospitality industry, this report summarizes findings of the research report, "Training Who Needs It?" It draws out and explores in more detail key issues relating to the provision of training, support, and related initiatives for the industry. Section 1 provides a summary of the level of training activity and the extent to which training initiatives are known and used. Section 2 explores the industry's training need. It looks at recruitment difficulties, skill shortages, and constraints on training activity. Section 3 presents a summary of the industry's awareness of training and related initiatives--particularly those which are supported by the government. It covers Investors in People, National and Scottish Vocational Qualifications, and government training schemes. Section 4 explores the provision of training to the catering and hospitality industry and licensed retailing sector. It gives an overview of each type of training provider--colleges of further and higher education, publicly funded training providers, and private training companies/consultancies--and then examines the main supply-side issues affecting their training provision to the industry. Section 5 identifies gaps in training provision with industry demand and provides a summary of action points for providers to operate more efficiently in the future to meet a real industry need. (YLB)

ED 394 077 CE 071 505

Hawkins, Evelyn K.; And Others
Evaluation of Worker Profiling and Reemployment Services Systems: Interim Report. Unemployment Insurance Occasional Paper 96-1.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- 96
NOTE- 257p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Dislocated Workers; *Employment Programs; Evaluation Methods; Models; *Profiles; Program Effectiveness; *Program Evaluation; Research Methodology; Research Utilization; *State Programs; *Unemployment
IDENTIFIERS- Delaware; Florida; Kentucky; Maryland; New Jersey; Oregon

The Evaluation of Worker Profiling and Reemployment Services (WPRS) systems was designed to provide the U.S. Department of Labor information on how states are designing, implementing, and operating their worker profiling and reemployment services systems for dislocated workers and to compare the effectiveness of different state approaches to operating WPRS systems in accomplishing the goals of the WPRS initiatives. Phase I of

(150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- History; Intelligence Quotient; *Intelligence Tests; Psychological Testing; Psychology; *Racial Bias; Racial Discrimination; *Science History; Social History; *Test Bias
IDENTIFIERS- Bell Curve (Herrnstein and Murray)

Rather than focus on the numerous flaws in the book "The Bell Curve" (Herrnstein & Murray), this discussion focuses on the racism and bigoted beliefs of the pioneers in the mental measurement movement in the United States--beliefs which provided the background and opportunity for the publication of the book. A significant amount of these historical attitudes still permeate theory and practice in the field of psychological testing today. The paper contends that the professional psychological community has been remiss in fulfilling its moral obligation to insure that the public has accurate information on issues where psychological expertise is relevant. Racial relations in the United States are precariously brittle; thus, it is critical that the professional psychological community change its laissez faire stance, assert its moral leadership, and use this opportunity to set the scientific record straight. The American Psychological Association must articulate state-of-the-art information on these issues and exercise its influence on public policy instead of allowing others such as adherents to "The Bell Curve" continue to fuel hate and racial bigotry. Contains 44 references. (JBJ)

ED 394 097 CG 026 924

Bush, Joseph P.; Radecki-Bush, Catherine
Seeking Help from a Psychologist: Demographic and Symptom Variables.
PUB DATE- 95
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Client Characteristics (Human Services); College Students; Counseling; Emotional Problems; *Help Seeking; Higher Education; *Physicians; *Psychologists

Information about which clients perceive psychologists as professional resources for which type of symptom is of interest in the marketing of psychological services. Gender and age have shown the most consistent relationships, while race, income, and education are less clear. This study examined absolute and relative preference for various types of helpers. Ratings were obtained of 922 university student and employees' help-seeking preference for 40 symptoms. The overwhelming majority endorsed self-help and informal helpers as their most preferred sources of help. Females and 30- to 40-year-olds were more inclined to seek services from psychologists than were males and younger and older respondents. There was also an inverse relationship between self-reported psychological problems and willingness to consult a psychologist. Subjects preferred psychologists over physicians for 25 of the 40 problems. Problems for which psychologists were preferred were more interpersonal and behavioral, and were characterized by a low absolute preference for engaging in any help-seeking from professional sources. Contains four tables. (JBJ)

ED 394 098 CG 026 929

Gorenstein, Ethan E.; Papp, Lazlo A.
Cognitive-Behavioral Treatment of Late-Life Anxiety Disorders.

problems; (7) family and social relationships; (8) treatment re-entry; and (9) participation in 12-step or other support programs. The major focus of the study was to determine if the additional 90 days of outpatient treatment impacted post-treatment outcome. While the results of the primary analyses were not positive, the findings consistently suggest that extended outpatient treatment, regardless of whether it is the scheduled treatment received by both controls and experiments, or the unscheduled treatment received by either group, is associated with some positive outcomes. From the analyses of both the 90 and 180 days follow up surveys, there are few consistent findings on the impact of extended outpatient care for the nine client outcome areas studied. The principal conclusion is that overwhelmingly, there is no major difference between 90 day treatment or 180 day treatment. Eight appendices present statistical analyses and other materials related to the study. Contains 39 references. (TS)

ED 394 117 CG 026 969

Whitbeck, John K.
FIP Interim Review Project. Final Report.
PUB DATE- Apr 95
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Family Programs; Family Work Relationship; Federal Programs; Human Services; Program Effectiveness; *Program Evaluation; Social Services; *State Agencies; State Aid
IDENTIFIERS- *Washington

The Family Independence Project (FIP) Interim Review Project in Washington was mounted in order to give preliminary information on the progress of the FIP program compared to Assistance for Families with Dependent Children (AFDC) site activity, for management planning, and to document short-term outcomes and trends for policy considerations. A sample of 5,086 applicants was studied--2,683 at five FIP sites and 2,403 at five AFDC sites. The study period began with the enrollment of each client into the study following a break of at least 30 days in paid assistance and ended for all clients after an average of nine months across the sample. Comparisons were by single parent and two parent groups across the treatment (FIP) and control (AFDC) sites. Head-to-head findings and multivariate analysis show similar conclusions. There is a FIP effect in two major areas: training and duration. Analysis shows that FIP site clients in both the one and two parent programs have more training than AFDC site clients. Additionally, analysis shows that FIP site clients tend to stay on assistance longer. Analysis did not detect a difference during the follow-up period between FIP and AFDC sites employment outcomes for one parent groups. Analysis did confirm that AFDC site two parent clients are more likely to be employed during the follow-up period than FIP two parent clients. Four appendices are: (1) "Description of Databases Used in FIP Interim Review Project"; (2) "Working Definition of 'Openings'"; (3) "Analysis of Duration: Definition of Spell"; and (4) "Telephone Survey: Respondents vs. Non-respondents." Contains 11 tables and 18 figures. (TS)

ED 394 118 CG 026 970

Yette, Rebecca; And Others

promoting home-school relationships which foster reading engagement of African-American and Hispanic learners in inner-city schools. This instructional resource has been developed in response to the mandate in the form of a curriculum guide for teacher training. The guide may be used to teach a separate course, separate lessons, as individualized learning modules for independent study, or for a field-based staff development workshop. Nine lessons form the curriculum guide. Within each lesson are goals, objectives, major concepts, enabling activities, and references. Contains 62 references. (Author)

ED 394 137 CS 012 441

Wigfield, Allan; And Others
A Questionnaire Measure of Children's Motivations for Reading. Instructional Resource No. 22.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Evaluation Methods; Intermediate Grades; Junior High Schools; Middle Schools; *Questionnaires; *Reading Attitudes; *Reading Motivation; Sex Differences; *Student Attitudes
IDENTIFIERS- *Motivations for Reading Questionnaire

This paper describes the Motivations for Reading Questionnaire (MRQ), including information on how the MRQ can be used and how to administer and score it. The MRQ assesses 11 possible dimensions of reading motivations. It can be used with children in late elementary school and middle school. Scores on the MRQ have been shown to relate to children's reported reading frequency, and their performance on different standardized tests. It can be used in various ways in schools: for instance, to generate profiles of children's motivations change over the course of a school year, or to see how boys' and girls' reading motivations differ. Contains 13 references and 2 tables of data. The Motivations for Reading Questionnaire is attached. (Author/RS)

ED 394 138 CS 012 442

Reinking, David; And Others
The Effects of Inserted Questions and Mandatory Review in Computer-Mediated Texts. Reading Research Report No. 50.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computer Mediated Communication; Electronic Text; Higher Education; Questioning Techniques; *Reading Comprehension; Reading Research; *Reading Strategies; *Recall (Psychology); Text Structure; Undergraduate Students
IDENTIFIERS- *Question Types

A study investigated the effects of inserting questions in a computer-mediated text that required readers to review relevant portions of the text when a question was answered incorrectly. Undergraduate students (n=36) served as their own controls while reading a scientific text under 3 treatment conditions their public speaking skills; if these indications are accurate, they could explain why males did not experience the degree of improvement that females did. With regard to the third hypothesis, graduate students did not report the degree of improvement that undergraduates did. These results could be explained by the fact that graduate students have more professional experience and educational background. (TB)

ED 394 158 CS 509 242

Hashem, Mahboub E.
Assessing Student Learning Outcomes in Teaching Intercultural Communication.
PUB DATE- Nov 95
NOTE- 29p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; Higher Education; Instructional Effectiveness; *Intercultural Communication; *Outcomes of Education; Portfolio Assessment; *Portfolios (Background Materials); Student Attitudes; *Student Development; *Student Evaluation
IDENTIFIERS- Diversity (Student)

Assessment of students' progress and learning is "sine qua non" to effective curricula and instruction. Assessing what students know and can do as well as analyzing their attitudes, behaviors, and interests have become an integral part of planning curricula which are responsive to and supportive of students' educational needs and learning. The purpose of this paper is to discuss student learning outcomes in teaching intercultural communication, provide important information concerning students' portfolios, and identify several factors influencing the assessment process. The focus is on portfolio assessment which combines both formal and informal procedures of assessment and consists of finding out and keeping track of students' progress and learning in the intercultural communication course. Various methods of collecting assessment data as well as major factors affecting the assessment process are discussed. The results of using portfolio assessment in this course reveal that students seem to learn a great deal about intercultural communication and enjoy themselves while learning. An appendix provides a student checklist of intercultural communication indicators. (Contains 17 references.) (Author/RS)

ED 394 159 CS 509 244

Baldwin, John R.
Whose "Voice" Speaks in Intercultural Communication Education? A Question of Content and Style.
PUB DATE- Nov 95
NOTE- 41p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Critical Theory; Higher Education; Intellectual Disciplines; *Intercultural Communication; Teacher Behavior;

examination of responsibilities for sex education. The final chapter locates major findings of the book within the conflicting images of parenthood that reflect different ideological emphases in public policy. An index is included. Appendices describe the teacher and parent samples. (Contains 195 references.) (LMI)

ED 394 176 EA 027 493

Bridges, Edwin M.
The Incompetent Teacher: Managerial Responses. A Revised and Extended Edition. The Stanford Series on Public Policy.
PUB DATE- 93
NOTE- 231p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Books (010),Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; Employment Practices; Job Performance; *Personnel Policy; Public Schools; Reduction in Force; Seniority; *Teacher Competencies; Teacher Discipline; *Teacher Dismissal; *Teacher Effectiveness; *Teacher Evaluation; Teacher Selection; *Teacher Supervision; Teacher Supply and Demand; Tenure

This book focuses on how school administrators deal with the problem of teacher incompetence. Data were derived from three research studies conducted in California: interviews with 30 school administrators; a mailed survey of 141 school district superintendents; and a case study of a school district with a relatively high rate of induced teacher resignations and early retirements. The introductory chapter discusses the nature of teacher incompetence, the ways in which administrators detect it, and the underlying causes of incompetence in the classroom. Chapters 2-4 discuss the three types of administrative responses to the problem of teacher incompetence: tolerance of poor performance; attempts to salvage the teacher; and efforts to induce resignation or premature retirement. The nature of a dismissal proceeding and its aftermath are described in the fifth chapter. Chapter 6 describes how a California school district responded to pressure to prune its staff by implementing a policy that made reductions on the basis of performance rather than seniority. Suggestions for school policies to ensure competent teachers--selection, tenure, and evaluation--are offered in the seventh chapter. The final chapter summarizes the findings on five interrelated policy issues: selection, treatment of beginning teachers, the granting of tenure, the revoking of tenure, and the creation of organizations that encourage ownership of the problem. Three tables, one figure, and an index are included. Appendices contain methodological notes. (Contains 141 references.) (LMI)

ED 394 177 EA 027 495

Johns, Beverly H.; And Others
Reduction of School Violence: Alternatives to Suspension.
PUB DATE- 95
NOTE- 150p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Problems; *Behavior Standards; Classroom

community leaders draw well-informed conclusions about costs, benefits, and the feasibility of implementation on a larger scale. A matrix of the initiatives highlights the 50 programs' arrangements for financial support and evaluation. Specific information on each program is provided. Information was gathered from descriptive information about the initiatives, evaluations conducted by or for the initiatives, and phone conversations with participants and evaluators. Appendices describe the methodology and list selected sources for the review of the initiatives. Information on the Finance Project and its available resources are included. (Contains 21 references.) (LMI)

ED 394 195 EA 027 518

Van Slyke, Dore; And Others
School Finance Litigation: A Review of Key Cases.
PUB DATE- 95
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Constitutional Law; *Court Litigation; *Educational Equity (Finance); Educational Finance; Elementary Secondary Education; Equal Protection; *Finance Reform; Financial Policy; *State Courts
IDENTIFIERS- *Supreme Court

State supreme courts have had major impacts on education policy and service delivery in recent years through their rulings on the constitutionality of existing school-finance systems. This paper reviews the legal context against which current debates about the merits of alternative plans for school-finance reform are being played out. It reviews the key federal and state court cases that have created pressure both to improve education quality and reform unfair school-finance structures. It also summarizes court rulings in the major school-finance cases that have been decided over the past 20 years and highlights a number of policy issues that state and local policymakers must address in the process of reforming funding systems overturned by state courts. State judicial renderings on the constitutionality of school-finance systems have typically been based on interpretations of the equal protection and education clauses of state constitutions. Patterns both among states and over time in state court rulings are difficult to discern because of the wide interstate variability in relevant constitutional provisions and case law, the nature of the evidence presented, and the political and educational contexts overlaying the litigation. However, more recent rulings appear to have focused on rectifying intrastate disparities in student achievement as opposed to merely equalizing differences in spending. The rulings challenge state policymakers to operationally define "adequate" resource levels and determine the appropriate balance between state and local governments in raising the necessary revenues. A table of state Supreme Court and key lower court school-finance decisions, 61 endnotes, and information on the Finance Policy and its resources are included. (Contains 21 references.) (LMI)

ED 394 196 EA 027 519

Gold, Steven D.; Ellwood, Deborah
Spending and Revenue for Children's Programs.
PUB DATE- Dec 94
NOTE- 32p.; Paper presented at the Roundtable on Financing for

Development" (John Smyth); (4) "Teacher Learning in the Workplace: Implications for School Reform" (Mark A. Smylie); and (5) "Professional Development in Education: In Search of the Optimal Mix" (Thomas R. Guskey). Four chapters compose part 3, "Phases, Models, and the Requisite Supports": (6) "Training for the Professional Development of Teachers" (Harm H. Tillema and Jeroen G. M. Imants); (7) "Teachers' Paths on the Way to and from the Professional Development Forum" (Zemira R. Mevarech); (8) "Dynamics of Teacher Career Stages" (Ralph Fessler); and (9) "Professional Careers and Professional Development: Some Intersections" (Michael Huberman). Part 4, "The Present and Future of Professionalism," contains: (10) "Developing Professional Knowledge Within a Client-Centered Orientation" (Michael Eraut); and (11) "The Limits and the Potential of Professional Development" (Michael G. Fullan). The conclusion is "The Diversities of Professional Development," by Michael Huberman and Thomas R. Guskey. Each chapter contains references. (LMI)

ED 394 216   EA 027 543

Tucker, Sue
Benchmarking. A Guide for Educators.
PUB DATE- 96
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Assessment; *Educational Objectives; Elementary Secondary Education; *Evaluation Criteria; *Organizational Effectiveness; Performance; *School Effectiveness; Self Evaluation (Groups); Specifications; Standards
IDENTIFIERS- *Benchmarking

This book offers strategies for enhancing a school's teaching and learning by using benchmarking, a team-research and data-driven process for increasing school effectiveness. Benchmarking enables professionals to study and know their systems and continually improve their practices. The book is designed to lead a team step by step through the benchmarking process, from deciding which benchmark to use to implementing the selected practice. Chapter 1 applies benchmarking strategies from industry to education. Chapter 2 presents a realistic picture of the resources, skills, and leadership necessary to successfully complete a benchmarking project. Chapter 3 describes the steps of deciding what to benchmark, selecting the team, and writing a team charter. Strategies for studying and documenting the benchmarking process in schools are described in chapter 4. Suggestions for identifying and establishing a benchmarking partner are offered in chapter 5. Chapters 6 and 7 describe developing a questionnaire and site-visit guidelines, analyzing the benchmarking project, making recommendations, and communicating them to the community. Guidelines for implementing recommendations and team-closure activities are offered in the last two chapters. One figure, 27 tables, and a glossary are included. (Contains 7 references and a list of 24 suggested readings.) (LMI)

ED 394 217   EA 027 785

Smith, Thomas M.; And Others

guidelines on how best to advocate for their child. Introductory material briefly describes the Parent Advocacy Coalition for Educational Rights (PACER) Center and its programs. The booklet then summarizes federal court decisions, federal laws, and state laws impacting on special education. It uses a question and answer format to address the following issues: eligibility for special education services, available services for infants, the initial assessment process, later assessments, the parent role in the assessment process, areas of assessment, the Individualized Education Program (IEP), special education and related services, determining a child's appropriate placement, characteristics of a good IEP, parent involvement in the IEP, and the procedure when parents and the school disagree. Tips for good parent-school communication are provided, along with 10 guidelines for being a child's advocate. Additional questions and answers consider changes in the IEP, changes in the child's placement, removal of information from the child's records, life-long implications of a child's special education, transition to the adult world, and rights when the student is not in a public school. (DB)

ED 394 236 EC 304 756

McDonald, Shauna; And Others
The Road to Work: An Introduction to Vocational Rehabilitation. A Booklet for Youth and Adults with Disabilities, Family Members and Advocates.
SPONS. AGENCY- Rehabilitation Services Administration (ED), Washington, DC.
PUB DATE- 96
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Civil Rights Legislation; *Disabilities; *Due Process; Educational Legislation; *Education Work Relationship; Elementary Secondary Education; Eligibility; *Federal Legislation; Financial Support; State Programs; Supported Employment; Transitional Programs; Vocational Evaluation; *Vocational Rehabilitation
IDENTIFIERS- Americans with Disabilities Act 1990; Individualized Written Rehabilitation Programs; Individuals with Disabilities Education Act; *Minnesota; *Rehabilitation Act Amendments 1992; Self Advocacy

This booklet for Minnesota young people with disabilities and their families is intended to explain vocational rehabilitation services required under the Rehabilitation Act as amended in 1992. The first section considers eligibility for vocational rehabilitation, the role of state agencies, the application process, and assessment. The next section describes the Individualized Written Rehabilitation Program (IWRP), which identifies job goals and needed services, and discusses rehabilitation technology and supported employment. The third section is on financial factors, including determination of "comparable benefits" and consumer financial participation. Next, the rehabilitation appeals procedure is detailed. A question-and-answer format addresses transition issues, such as transition services under the Individuals with Disabilities Education Act, vocational rehabilitation and transition, and self-advocacy. Finally, the main features of the Americans with Disabilities Act are identified and suggestions for making

DESCRIPTORS- *Disabilities; *Eligibility; Higher Education; Postsecondary Education; State Programs; *Vocational Rehabilitation

This guide assists individuals with disabilities to understand vocational rehabilitation (VR) services available to postsecondary students. Presented in a question-and-answer format, the guide covers the following topics: purpose of vocational rehabilitation, eligibility of postsecondary students, implications of geographical relocation, attendance at out-of-state programs, variations in financial support among states, the appeal process, VR eligibility criteria and postsecondary programs, the application process, locating the local VR office, development of the Individual Written Rehabilitation Plan, medical examination requirements, services provided by the VR program, coordination between the VR program and the high school/college transition program, college services provided by the VR program, payment for VR services, sources of additional financial aid, limitations on VR services for students desiring graduate or second bachelor's degrees, independent living services, and termination of postsecondary rehabilitation services. (DB)

ED 394 256　　　　EC 304 776

Haigh, John A.

Maryland School Performance Program. Outcomes, Standards, & High-Stakes Accountability: Perspectives from Maryland and Kentucky.

PUB DATE- 3 Apr 96

NOTE- 191p.; Paper presented at the Annual Convention of the Council for Exceptional Children (74th, Orlando, FL, April 1-5, 1996).

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Standards; Basic Skills; Competency Based Education; *Developmental Disabilities; *Educational Assessment; Educational Objectives; Elementary Secondary Education; Evaluation Methods; Mastery Learning; *Minimum Competency Testing; *Outcomes of Education; *School Effectiveness; State Standards; Student Educational Objectives

IDENTIFIERS- Independence Mastery Assessment Program MD; *Maryland; Maryland School Performance Assessment Program

This document presents a collection of materials on school performance in Maryland, especially as demonstrated in the Maryland School Performance Assessment Program (MSPAP) and the Independence Mastery Assessment Program (IMAP) for some special needs students. The MSPAP is a testing program administered to third, fifth, and eighth grade students to measure the performance of Maryland schools in three ways: how well students solve problems cooperatively and individually, how well students apply what they have learned to real world problems, and how well students can relate and use knowledge from different subject areas. IMAP assesses the progress of schools and programs for students with severe cognitive developmental disabilities toward achieving performance standards. Among materials included are: bulletins and fact sheets, a summary of MSPAP principles, the MSPAP test structure, statewide results on the MSPAP, disaggregated MSPAP data, a sample MSPAP calendar, a list of regular/special education areas assessed, suggested accommodations on the MSPAP for special needs students, IMAP components, IMAP profile, IMAP domains and outcomes, the IMAP sequence, an excerpt from the knowledge to conceptualize and operationalize their research interests; and (5) doing research got in the way of teaching; (6) there was a secondary agenda concerning curriculum development; and (7) teachers feared that involvement in classroom research would be used against them. A series of recommendations is made for maximizing chances of success. (MSE)

ED 394 273 FL 023 544

Echeruo, Michael J. C.
The Case-Tone Factor in Igbo Nouns, with Special Reference to the Igbo Associative Construction.
PUB DATE- Mar 96
NOTE- 21p.; Paper presented at the Annual Conference on African Linguistics (26th, Los Angeles, CA, March 24-26, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *African Languages; Classification; *Grammar; *Igbo; Language Patterns; Language Research; Linguistic Theory; *Nouns; *Tone Languages; Uncommonly Taught Languages

Tone-based classification rules for Igbo nouns need modification because: (1) class 1 nouns (monosyllables with high tones) do not, as claimed, operate differently from other terminal high-tone nouns; and (2) class 6 nouns (di-syllabic with downstep tones) can be accounted for within class 2 and class 3 nouns known as HH and LH nouns). The proper nouns usually assigned to class 6 are best understood as vestigial sentences functioning in "subject position nouns." In double-object Igbo constructions, downstep occurs only in nouns occupying object-position 1 of a single object noun phrase (NP), or occupying object-position 2 of the double-object NP, and as N2 in the associative construction. If in the associative construction second-syllable high tone nouns in N2 become downstep and second-syllable low tone nouns in N2 retain their inherent low tones, the two case-tone classes serve as case-shift markers for the Igbo noun. Case-tone A occurs as subject of verb or verb-phrase, provided the noun in not part of a NP, and after an infinitive construction, even if the noun is part of a NP. Case-tone B occurs as the immediate object in an imperative verb/verb-phrase, and after a head-noun in an associated construction. (Author/MSE)

ED 394 274 FL 023 591

Calderon, Margarita
Dual Language Programs and Team-Teachers' Professional Development.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 95
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995). Appendices contain filled print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education; *Bilingual Teachers; Elementary Education; Elementary School Teachers; English (Second Language); Inservice Teacher Education; Monolingualism; *Peer Relationship; Professional Development; Second Language Instruction; Spanish; *Team Teaching

readers to attack a new word is offered, along with several additional techniques. (Contains 16 references, and a list of ten ways to apply multiple intelligences theory in the ESL vocabulary class is appended.) (MSE)

ED 394 294 FL 023 690

Vann, Samuel
Using CNN Newsroom in Advanced Listening Classes.
PUB DATE- 28 Mar 96
NOTE- 14p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (30th, Chicago, IL, March 26-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advanced Students; Audiotape Recordings; Broadcast Journalism; Cable Television; Classroom Techniques; College Second Language Programs; Course Organization; Difficulty Level; *English (Second Language); Higher Education; Homework; Instructional Materials; *Language Tests; *Listening Comprehension; *Listening Skills; *News Reporting; Second Language Instruction; Skill Development; Teacher Developed Materials; Testing
IDENTIFIERS- *CNN Newsroom

A university teacher of English as a Second Language describes the use of CNN Newsroom materials to teach listening skills. The basic news broadcast materials, including video and audio tapes, are provided by CNN, and have been developed by the teacher into instructional units. A classroom guide is available on the Internet. The instruction is designed for middle- to high-advanced students of English. Further development of the course is expected to lead to several types of classes, one using a standard video/audiocassette procedure, one using school-produced taped questions and answers, and one involving note-taking and question-and answer followup discussion. A step-by-step classroom procedure currently used with the video and audio tapes is described. The rationale and pedagogical basis for conducting this class, based on a review of literature, are also explained. Three principles in developing tests based on the materials are outlined: test questions should constitute a communicative interchange between test writer and test-taker; test questions should be easy to process; and it is the test writer's responsibility to define, identify, and subsequently remove any potential difficulties in the test. Some considerations in developing materials are offered. (Contains 20 references.) (MSE)

ED 394 295 FL 023 691

Izzo, John
An Analysis of Computer Workstation and Handwriting Use by ESP Students.
PUB DATE- Apr 96
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Second Language Programs; Computer Assisted Instruction; English (Second Language); *English for Special Purposes; *Equipment Utilization; Facility Utilization Research; Foreign Countries; *Handwriting; Higher Education;

NOTE- 56p.; For related documents, see FL 023 715-716. Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Curriculum Development; Educational Objectives; Elementary Secondary Education; Foreign Countries; *French; Inservice Teacher Education; Instructional Effectiveness; Instructional Materials; Language Tests; Oral Language; Program Evaluation; Research Needs; Secondary Education; *Speech Skills; *State Standards; Student Evaluation; Testing; *Writing Skills; Written Language
IDENTIFIERS- Canada; *Manitoba

The report summarizes an assessment of the extent to which Manitoba schools are meeting the learning objectives for speaking and writing skills specified for senior (secondary) levels 1 and 4 in the basic French curriculum for the province. For each level and skill area, a random sample of students representing urban and rural school populations was selected. Measurement instruments were developed, piloted, and administered to each subject group in the spring of 1993. Results were analyzed and are presented here in summary form. It is concluded that speaking skills were met satisfactorily at the senior 4 level, but that objectives at other levels in speaking and writing skills were not met. However, despite the poor results, it is felt that the basic French teaching situation in Manitoba has positive aspects that can be emphasized to improve student learning. Specific recommendations are made for administration at the provincial level, for French teachers, to school divisions and principals, to faculties of education, and to students concerning the curriculum, instructional materials, assessment and evaluation, professional development, and the national core French study. (Contains three references.) (MSE)

ED 394 314 FL 023 715

Evaluation en francais de base: La production orale et ecrite, secondaire 1 et 4, 1993. Rapport sommaire (Basic French Assessment: Speaking and Writing Skills, Senior 1 and 4, 1993. Summary Report).
PUB DATE- Sep 95
NOTE- 56p.; For related documents, see FL 023 714-716. Printed on colored paper.
LANGUAGE- French
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Curriculum Development; Educational Objectives; Elementary Secondary Education; Foreign Countries; *French; Inservice Teacher Education; Instructional Effectiveness; Instructional Materials; Language Tests; Oral Language; Program Evaluation; Research Needs; Secondary Education; *Speech Skills; *State Standards; Student Evaluation; Testing; *Writing Skills; Written Language
IDENTIFIERS- Canada; *Manitoba

The report, entirely in French, summarizes an assessment of the extent to which Manitoba schools are meeting the learning objectives for speaking and writing skills specified for senior (secondary) levels 1 and 4 in the basic French curriculum for the province. For each level and skill area, a random sample of students representing urban and rural school populations was selected. Measurement instruments were developed, piloted, and students) receiving instruction in summarizing skills and the other (n=14) receiving TOEFL preparation from commercially prepared TOEFL materials. Results show the groups instructed in summarizing gained an average of 7 points, and the other group gained 13 points, on average, a statistically insignificant difference. The second study compared TOEFL score gains of two additional groups of English-as-a-Second-Language (ESL) students who had been in ESL classes in the United States for 9 months. One group (n=61) reported using summarization skills in class; the other (n=25) reported never using them. Over the 9 months of ESL study, the group using summarization skills had an average TOEFL score gain of 61 points, and the other group's gain averaged 42 points. Contains 22 references. (MSE)

ED 394 333 FL 023 744

Girard, Denis
Early Modern Language Learning: Conditions of Success.
PUB DATE- 11 Jan 96
NOTE- 12p.; Background paper for the Educational Research Workshop on the Effectiveness of Modern Language Learning and Teaching (Graz, Austria, March 5-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Articulation (Education); *Educational Environment; Elementary Secondary Education; *FLES; Foreign Countries; Instructional Materials; *Multilingualism; Program Design; Program Effectiveness; Program Evaluation; Scheduling; Second Language Learning; *Second Languages; Teacher Qualifications; Time Factors (Learning)
IDENTIFIERS- Bulgaria; Europe; France

A language education specialist who has studied elementary school second language programs, primarily in France but also in other European countries, outlines the factors he has found contributing to program success and makes recommendations for further development of second language education in Europe. Seven conditions for effective programs of foreign language in the elementary school (FLES) include: (1) well-trained teachers, competent in both the target language and teaching techniques; (2) established provision of pedagogical support in the form of inservice training; (3) adequate scheduling; (4) suitable teaching materials; (5) continuity; (6) liaison between elementary and secondary education; and (7) integrated evaluation and quality control. It is argued that early second language programs not only have potential for success, but are also highly recommended to develop the bilingual skills needed in a unified Europe. The Bulgarian example of bilingual secondary education is described. Thorough language teaching reform in each country is recommended, perhaps beginning with a network of bilingual schools, elementary and secondary, in each region where conditions for success exist, with later expansion. It is also proposed that a broad variety of second languages be taught. A list of questions for group discussion is appended. (MSE)

ED 394 334 FL 023 745

Moss, Marc; Puma, Michael
Prospects: The Congressionally Mandated Study of Educational Growth and Opportunity. First Year Report on Language Minority and Limited English Proficient Students.
SPONS. AGENCY- Department of Education, Washington, DC. Office of

EDRS Price- MF05 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Dictionaries; *Eskimo Aleut Languages; Geographic Distribution; Grammar; Kinship; *Language Patterns; Linguistic Borrowing; Number Systems; Phonology; *Regional Dialects; Time; Uncommonly Taught Languages; *Yupik
IDENTIFIERS- Orthography

This dictionary covers the Central Yup'ik Eskimo language spoken in southwestern Alaska. An introductory section provides notes on Yup'ik phonology and orthography, outlines the volume's format, discusses several special issues in translation and phonology, and describes a number of dialects. The main section of the dictionary lists base words, with subsequent smaller sections devoted to postbases, endings, enclitics, and unverified words from older sources. Appendixes contain notes on inflection of personal pronouns, inflection of the independent relative pronoun, demonstratives, positional bases, lists of roots by type, numerals, calendar, kinship terms, and loan words, and a map. An English-to-Yup'ik index is also included. Contains approximately 150 references. (MSE)

ED 394 354 FL 023 788

Fortescue, Michael, Ed.; And Others
Comparative Eskimo Dictionary with Aleut Cognates.
PUB DATE- 94
NOTE- 660p.
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Contrastive Linguistics; Dictionaries; *Eskimo Aleut Languages; Geographic Distribution; Grammar; *Language Patterns; Maps; *Morphology (Languages); *Regional Dialects; Uncommonly Taught Languages
IDENTIFIERS- *Cognates

This dictionary covers 10 Eskimo dialects (Alutiiq, Central Alaskan Yupik, Naukan, Central Siberian Yupik, Sirenik, Seward Peninsula Inuit, North Alaskan Inuit, Western Canadian Inuit, Eastern Canadian Inuit, Greenlandic Inuit). An introductory section details the classification of languages and dialects and their phonologies, and discusses the relationship of Eskimo and Aleut languages. Following this, the main section lists base words alphabetically, with dialectal variations. Subsequent sections address these categories of linguistic forms: forms from single Eskimo languages with proposed cognates in Aleut; postbases and enclitics; inflections; and demonstratives. Indexes are given separately for Aleut, Central Alaskan Yupik, Eastern Canadian Inuit, Greenlandic Inuit, and proto-form glosses. A dialect map with distribution of settlement is not included. Contains over 100 references. (MSE)

ED 394 355 FL 023 790

Kari, James, Ed.
Ahtna Athabaskan Dictionary.
PUB DATE- 90
NOTE- 711p.
LANGUAGE- English
EDRS Price- MF04 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *American Indian Languages; *Athapascan Languages; Dictionaries; Geographic Distribution; Grammar; Language Patterns; Linguistic Borrowing; Maps; Morphology (Languages); Number Systems; Phonology; *Regional Dialects; Syntax;

(Scholastic); Higher Education; *Public Colleges; State Standards; State Universities; *Withdrawal (Education)
IDENTIFIERS- *Florida; *Grade Forgiveness; Incomplete Grades

This report presents the results of a review of course withdrawal and forgiveness policies at public community colleges and state universities in Florida, with a view toward standardizing such policies that impact articulation, the transfer of credit, and credit-hours-to-degree. It recommends that: (1) forgiveness, withdrawal, and incomplete grading policies be reviewed to ensure that reasonable limits are in place to protect the academic integrity of the grading system and ensure a fundamental fairness to all students; (2) guidelines be adopted to ensure a consistent recording of student course forgiveness, withdrawal, and incomplete grading information; (3) the Statewide Common Course Numbering System be reviewed for discrepancies; and (4) students who enroll in the same course for a fourth time as a result of withdrawal, forgiveness, incomplete grading policies, or failure bear the direct institutional costs of their enrollment. Two appendixes provide comparative information on withdrawal and forgiveness policies at Florida institutions and student transcript analysis reports. (MDM)

ED 394 375 HE 029 001

Florida Health Professions Education Profiles.
PUB DATE- May 95
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- *Allied Health Occupations Education; College Curriculum; Colleges; Cultural Pluralism; Dental Assistants; Dental Hygienists; Dentistry; *Educational Policy; Educational Supply; *Enrollment; Higher Education; Labor Supply; *Medical Education; Minority Groups; Needs Assessment; Nursing Education; Occupational Therapy; Pharmacy; Physical Therapy; Physicians Assistants; Public Health; *Socioeconomic Influences; *Supply and Demand; Universities; Veterinary Medical Education
IDENTIFIERS- Diversity (Student); *Florida

This report presents the results of a review of health professions education in Florida and the social and economic forces affecting the supply and demand for health professionals in the state. Individual sections focus on medicine, dentistry, veterinary medicine, pharmacy, public health, nursing, physician assistantship, physical therapy, occupational therapy, and dental auxiliaries. The report provides a review of issues related to data collection and application; curriculum; minority participation; coordination between practitioner preparation, health care delivery, and government; and the labor market. Although progress was noted in many areas, the review highlighted the underrepresentation of minorities among students completing health professions education programs. The report recommends that attention and resources continue to be focused on access, diversity, quality, and productivity. Three appendixes list reports on health education programs and provide enrollment, completion, and workforce data. (MDM)

ED 394 376 HE 029 002

Statewide Telecommunications Task Force. Report and

Educational Environment; *Educational Policy; Federal Aid; Federal Legislation; Federal Regulation; Governance; Higher Education; Privatization; Productivity; *Public Policy; Research and Development; State Aid; State Legislation; State Regulation; Student Financial Aid; Taxes; *Trend Analysis

This paper is the third in a series of yearly efforts to identify the top public-policy issues facing higher education. Each of the 10 issues is discussed in terms of likely developments in 1996 and the near future, the issue's various aspects, and sources of further information on the issue. Issues identified and discussed are: (1) cost containment and productivity (Congressional hearings on college costs and tuition increases are likely in 1996); (2) affirmative action (how this controversial issue is resolved could have a major impact on hiring, promotion, and admission policies); (3) student financial aid (focus will be on funding levels of federal and state aid); (4) governance and privatization (the role of governing boards and privatization is a major issue in several states); (5) federal tax debate (proposals concerning a flat-tax, consumption-tax, and discontinuation of private institutions' tax exemptions will impact institutions); (6) economic development (more debate at the state level on higher education's role in stimulating economic development is likely); (7) federal research issues (Congress will debate federal research funding and indirect-cost recovery policies); (8) distance learning and technology (the federal telecommunications bill could have important effects in this area); (9) campus climate (deterioration in campus climate could have public policy implications; and (10) regulation and accountability (regulatory relief will continue on the federal and state levels). (DB)

ED 394 395 HE 029 086

Geiger, Robert L., Ed.
History of Higher Education Annual, 1995. Volume Fifteen.
PUB DATE- 95
NOTE- 162p.; For volume 14, see ED 382 116.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Access to Education; Church Related Colleges; Colleges; *Comparative Education; *Educational History; Educational Trends; Enrollment Trends; Foreign Countries; Higher Education; Institutional Characteristics; Organizational Development; *Social History; Student School Relationship; *Student Subcultures; Universities
IDENTIFIERS- Eighteenth Century; Europe; Harvard University MA; Nineteenth Century; University of Chicago IL

This annual compilation presents four papers on different aspects of the history of higher education in Europe and the United States. The first paper is "The Rights of Man and the Rites of Youth: Fraternity and Riot at Eighteenth Century Harvard" by Leon Jackson. This paper argues that the lines of division in the student body at eighteenth-century Harvard were drawn between two competing understandings of friendship and association prevalent during this period and analyzes social order and disorder in the college between 1788 and 1794. The second paper is "The Era of Multipurpose Colleges in American Higher Education, 1850-1890 by Roger L. Geiger. This paper focuses on small multipurpose colleges and the demographic and economic factors which encourages both their rise and eventual decline from 1850 to 1890. The third paper is titled: "A "Curious Working of Cross Purposes" in the Founding of the

*Educational Change; Educational Planning; Educational Resources; Educational Responsibility; Educational Strategies; Educational Trends; *Futures (of Society); Higher Education; Instructional Design; *Long Range Planning; Multicultural Education; Political Influences; Social Change; Socioeconomic Influences; *Strategic Planning; Technological Advancement; Trend Analysis
IDENTIFIERS- Diversity (Student)

This discussion paper examines major issues that institutions of higher education must face in their long-range planning light of such factors as changes in economic conditions, major demographic shifts, emergence of multimedia/distance education, increased acknowledgement of diversity, and the transition to information age. The key to dealing successfully with lower revenues, while maintaining quality education, lies in rethinking work already being done on current social, technical, political, economic, and educational trends. The challenge for the next decade is addressing the issue of how students learn and their skill development. Higher education must align itself with curriculum reforms already taking place in K-12, such as the California Curriculum Frameworks, and changes in demographics and multiculturalism. By the year 2000, workers will need to devote at least 20 percent of the working day to learning; workers and institutions of higher education must establish collaborative communities to handle these future challenges now. For higher education, survival in the future is the motivating force for restructuring the vehicle of achieving future success. (Contains 16 references.) (Author/NAV)

ED 394 412 HE 029 106

Winter, Richard, Ed.
The Future of the Classified Honours Degree. Proceedings of the National Conference (London, England, United Kingdom, June 29, 1993).
SPONS. AGENCY- Department of Employment, London (England). Further and Higher Education Branch.
PUB DATE- 29 Jun 93
NOTE- 153p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academically Gifted; Academic Standards; *Classification; Credentials; *Degrees (Academic); *Education Work Relationship; Foreign Countries; High Achievement; Higher Education; *Honors Curriculum; Job Placement; Qualifications; *School Business Relationship
IDENTIFIERS- *United Kingdom

These proceedings addressed the question of the future of the classified honors degree in the United Kingdom with emphasis on improvements and alternatives. The meeting addressed four main issues: (1) the current presentation of final results in terms of only four categories (first, upper and lower second, and third class honors); (2) concerns about the reliability and validity of the decision-making procedures that allocate individual students to categories within the classification system; (3) the question of norm-referenced or criterion-referenced assessment; and (4) possible conflicts of interest between students, who desire detailed documentation of individual achievement, and employers who demand simple labels to facilitate processing. Keynote speakers represented academia, government, and employers and included Geoffrey Alderman, Tim Boswell, Margaret Murray, and Richard Winter. A summary of conclusions of discussion groups is also presented center around the complexity of satisfaction and the need for congruence of institutional mission and individual goals. A principal components analysis was conducted for items reflecting satisfaction that yielded three distinct factors associated with satisfaction: collegiality, workload, and autonomy. Analysis of variance procedures determined that there is a significant effect of mission on satisfaction with collegiality and workload but not with autonomy. Findings confirm the complexity of faculty satisfaction based on a very strong need for collegiality between faculty and between faculty and administration. Implications for research include the challenge to expand the exploration of faculty satisfaction by including the influence of personal professional variables, such as tenure status and academic discipline. (Contains 19 references.) (Author/NAV)

ED 394 429 HE 029 123

Lipson, Helen D.
How Does Race Matter? White Male College Students' Perspectives on Institutional Racism and Affirmative Action.
PUB DATE- Apr 96
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Affirmative Action; Blacks; College Segregation; Cultural Differences; Educational Discrimination; *Ethnic Bias; Higher Education; Hispanic Americans; *Integration Readiness; Minority Groups; *Racial Attitudes; *Racial Bias; Racial Composition; *Racial Differences; Racial Integration; Social Differences
IDENTIFIERS- University of Illinois Chicago

This study examined several facets of institutional racism from the vantage point of 32 white male undergraduates at the University of Illinois at Chicago. The focus was on the situation of minorities already enrolled in the institution and on the perceived equity of certain steps taken, or to be taken, to support their academic progress, social adjustment, and competitiveness as job-seekers or graduate school applicants. This qualitative/interpretive study highlighted certain differences in perspective between those who do and those who do not endorse various race-targeted, pro-active initiatives on the part of the institution. Data was gathered by semi-structured, one-on-one interviews with subjects, aged 20 to 35 years. All subjects had substantial full-time or part-time work experience; they were evenly divided between working class/blue collar and professional/managerial families of origin. Support for affirmative action admissions seemed to be associated with a more expansive construction of collective accountability vis-a-vis equality of opportunity. Subjects readily acknowledged the salience of intra-group solidarity to group advancement and were not insensitive to the sense of social dislocation or culture shock that minorities might encounter on a white-majority campus. Actual comments from subjects are included in the report. (Contains 34 references.) (NAV)

ED 394 430 HE 029 124

Dawson-Threat, Janice; Huba, Mary E.
Choice of Major and Clarity of Purpose among College Seniors.

employability skills and work ethics in treatment centers. (Appended are a history of juvenile justice in Michigan and summary of the diagnostic assessment of local components of Michigan's school-to-work initiative. Contains 39 figures/tables and the study questionnaires.) (MN)

ED 393 981 CE 071 272

Standards and Assessments. A Working Paper.
SPONS. AGENCY- Michigan State Board of Education, Lansing.
PUB DATE- Feb 96
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Educational Quality; *Education Work Relationship; Elementary Secondary Education; Employment Qualifications; Program Evaluation; Program Improvement; State Legislation; *State Standards; *Statewide Planning; *Student Certification; *Student Evaluation; Systems Approach; *Vocational Education
IDENTIFIERS- Goals 2000; Job Training Partnership Act 1982; *Michigan; National Standards

This document proposes a direction and strategies for using a total quality management approach to develop and implement standards for evaluating vocational education students and assessing programs throughout Michigan. Discussed in part 1 are the following: the terms "standards," "assessments," and "certification"; the need for skill standards; standards, assessments, and certification needed for the school-to-work transition; and skills needed for high-performance workplaces. In part 2, the role of standards and assessments in an adaptive system is outlined along with strategies for implementing and building quality into a system of education for work. Part 3 is a plan for building an education-for-work system. Described in part 4 are selected standard and assessment initiatives and activities of possible significance to current developments/implementation plans. Concluding the document are six recommendations of the Michigan Council on Vocational Education regarding developing a certification and assessment system for public education in Michigan. Appendixes constituting 50% of the document contain the following: discussion of standards in the Job Training Partnership Act; chart summarizing assessment/evaluation activities planned for 1995-1998; and texts of Section 104A of Public Act 130 and Public Act 289 of 1995, which amends the 1976 act governing public instruction in Michigan. (MN) to whites. Except for the aggregate results for blacks, most of those changes were small and statistically insignificant, however. (Contains 10 tables/figures and 21 references.) (MN)

ED 394 000 CE 071 302

Constantine, Jill M.; Neumark, David
Training and the Growth of Wage Inequality. EQW Working Papers WP31.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Opportunities; *Education Work Relationship; *Job Training; *On the Job Training; *Outcomes of Education; *Role of Education; *Salary Wage Differentials
IDENTIFIERS- Current Population Survey

The relationship between training and the growth in wage inequality was examined through an analysis of data from the January 1983 and January 1991 supplements to the Current Population Survey. The analysis focused on whether the distribution of training has changed in ways that may explain changes in the wage structure during the period studied and whether the changes in training, combined with the effects of training on wages, are sufficiently large to have induced the changes in wage structure observed during the 1980s. The shifts in the incidence in the various types of training offered during the 1980s were found to favor more educated, more experienced workers. When the observed shifts were considered in conjunction with the fact that training is associated with higher wages, it was concluded that training may have contributed to the growth of wage inequality during the 1980s. Further analysis established, however, that training did not play any substantial role in the increase in wage inequality observed during the 1980s. It was hypothesized that either the shifts in training distribution were too small or the returns on training were too low for training to have been a major factor in increased wage inequality. (Contains 18 references.) (MN) materials needed, objectives, step-by-step instruction for presenting the lesson, and space for notes. Handouts for each session are contained in the appendix to the guide. They include information sheets, articles, forms, group activities, practice exercises, suggestions for further study, and resources. (KC)

ED 394 021 CE 071 354

Jochim, Lisa; Mueller, Andrea
Parenting.
SPONS. AGENCY- Massachusetts State Dept. of Education, Boston. Bureau of Adult Education.
PUB DATE- 93
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Classroom Techniques; Learning Activities; *Literacy Education; Parent Child Relationship; *Parent Education; *Parenting Skills; Parent Role; Reading Instruction; Teaching Methods; Writing Instruction
IDENTIFIERS- 353 Project

This guide contains 15 learning activities that can be used in parenting classes, especially for adults with limited literacy skills. Activities include quotations for discussion and suggestions for conducting group discussions and writing lessons. The following activities are included: interpreting quotations about raising children; positive parenting tips; exploring parenting attitudes; "the biggest problem I have with my children"; "what's a parent to do?"--problem-solving work; "what I learned from my parent"--reflection exercises; active listening skills; family problems for discussion; working moms versus moms at home (working with graphs); chores (working with graphs); spanking (critical thinking); the joy of parenting (group drawing); television (critical thinking); ending the homework hassle (directed reading exercise); communication skills (jigsaw activity); and the perfect parent oath (coming to terms with guilt). Contains 10 references. (KC) job loss; managing time and financial resources while conducting a full-time job search; using objective self-evaluation techniques to assess skills, experience, and interests; researching the job market; setting up and conducting an efficient job search; accessing job resources electronically; networking with the people with the power to make a job offer; selecting and using the best possible resume and cover letter; learning the skills required to have a good job interview (making a good first impression, answering tough questions, managing various job interview styles, and following up); preparing for and taking preemployment tests; and conducting salary negotiations with confidence and competence. Chapter 12 contains the following resource materials: an 89-item bibliography; phone numbers of the 54 state and territorial engineering licensing boards; names/addresses of 41 engineering and technological societies; names/addresses of 53 state and territorial employment service offices; sample resumes; and sample job contact record. (MN)

and to show development needs among employees in organizations. This book explains what a portfolio is and how it links with the current training revolution taking place through the introduction of National Vocational Qualifications (NVQs) in Great Britain. It shows how portfolios can be used within an organization's own training and development program. Included are real-life examples from companies and organizations that show different ways of using portfolios. Topics covered include the following: portfolios for personal, professional, team, and organizational development; model for portfolio development; pitfalls and how to overcome them; accreditation or effectiveness; setting up a portfolio approach; organizing a portfolio; and culture change. The last chapter contains exercises for individual, team, and organizational portfolio development. Contains 33 references. (KC) this evaluation examined how Delaware, Florida, Kentucky, New Jersey, and Oregon, the prototype states, and Maryland, the test state, designed and implemented their WPRS systems. Data were collected through site visits, review of profiling proposals and activity reports submitted by the states, and a consumer satisfaction survey of a sample of profiled and referred claimants in the states. The study found that most of the states used profiling models to identify which claimants were selected for and referred to services. All states initially screened out certain persons, such as those who were expected to be recalled by their employers. The states used the initial unemployment service claim as the main source of data for profiling. Profiling models included as a dependent variable whether a claimant exhausted benefits and explanatory variables such as definitions of declining industries. Special services were provided to the profiled clients, and clients were generally pleased with the way they were treated and that they were encouraged to find suitable jobs. The study recommended steps to improve the implementation of WPRS systems, including early intervention, improved services, more focus on customer satisfaction, automated feedback systems, and sanctions. (The report includes 25 tables of data developed during the study. Four appendixes provide the following: (1) descriptive profiles of the state programs; (2) the customer satisfaction survey; (3) analysis of non-response to the customer satisfaction survey; and (4) a state implementation database. Contains 15 references.) (KC)

PUB DATE- 11 Aug 95
NOTE- 8p.; Paper presented at the Annual Meeting of the American Psychological Association (103rd, New York, NY August 11-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Anxiety; *Behavior Modification; Case Studies; *Cognitive Restructuring; Conference Papers; Counseling; *Emotional Problems; Health; Health Promotion; Health Services; Medicine; Mental Health; Older Adults; Psychological Patterns; Therapy
IDENTIFIERS- Benzodiazepine

In the absence of data, pharmacotherapy with benzodiazepines has become the mainstay of anxiety management in the elderly population. However, the use of benzodiazepines in the elderly has many problems. Elderly persons are more sensitive to anti-anxiety medications and are subject to a variety of increased risks, including cognitive impairment, falls, and respiratory depression. The "discontinuance syndrome," which consists of rebound anxiety, recurrence of original symptoms, and withdrawal, frequently accompanies attempts to taper benzodiazepine use. The consensus is that most patients would be better off on no medication if alternative treatment could control their anxiety. The approach to treating anxiety described in this conference paper includes standard cognitive-behavioral methods, such as: education, relaxation training, cognitive therapy, and exposure to anxiety-provoking situations combined with behavioral skills training. In addition, certain problems that appear to be particularly common in elderly anxiety sufferers require special attention. These are: somatic anxiety, panic symptoms, benzodiazepine withdrawal, and worry behaviors. A case study is presented to illustrate many of the problems confronted when working with this population, with data presented in four diagrams. General strategies for approaching said problems are discussed. (JBJ)

DSHS Community Data Report: Fiscal Year 1992.

PUB DATE- Oct 94
NOTE- 247p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Human Services; *Program Evaluation; Social Services; *State Agencies; State Aid; *Statistical Data
IDENTIFIERS- Washington

The Washington State Department of Social Health Services (DSHS) is an umbrella human service agency offering various services and grants to individuals and families. This report describes clients who were served by the DSHS from July, 1991 through June, 1992. It provides data on the following: (1) how many unduplicated clients from each community used each division and each program; (2) how many total dollars were spent directly serving clients from each community; (3) what percentage of the total community population received service; (4) what was each community's relative use rate within the state; (5) how much money was spent on the average client in a given community; (6) what percentage of a given community's total clients were in each client group; and (7) what percentage of the total dollars spent in a given community were spent on each client group. For each city or place studied, both the number of clients in various DSHS programs and the direct service dollars spent on those clients are reported. In addition, the clients and dollars are reported by age groupings and by ethnicity. Data on two types of communities are included: cities and Census Designated Places (CDP's). Cities are legally incorporated local governments. CDP's comprise densely settled concentrations of population that are identifiable by name, but are not legally incorporated places. Contains a glossary, as well as six appendices relating to the study. (TS)

that varied as to the consequences of an incorrect response to a question. Participants spent proportionately more time reviewing target paragraphs directly relevant to inserted questions when mandatory review was linked to answering the same as opposed to a different question after a review cycle. A statistically significant interaction between treatment and question type on a posttest indicated that participants' scores were higher on repeated inferential questions and lower on new literal questions when review cycles were followed by a different question. Findings suggest that varying the contingencies associated with responses to questions inserted in computer-mediated texts may affect readers' strategies and consequently the information recalled. (Contains 15 references, and 2 tables and 2 figures of data.) (Author/RS)

ED 394 139 CS 012 445

McCabe, Don
To Teach a Dyslexic.
PUB DATE- 95
NOTE- 290p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Autobiographies; *Dyslexia; Educational Research; Elementary Secondary Education; *Individual Development; Learning Disabilities; Life Events; *Personal Narratives; *Reading Difficulties; Reading Motivation; *Teacher Persistence
IDENTIFIERS- *Educational Issues; Reading Management

This book, part autobiography and part manual for teaching dyslexics to read, argues that dyslexia can be more a gift than a handicap. It recounts the life of a dyslexic reader who became an educator, i.e., how "luck" enabled him to learn to read, and how "ignorance" and "stubbornness" enabled him to teach other dyslexics to read and write. Part I describes the "why" of dyslexia and how it was personally overcome; Part II recounts the twists and turns of fate that led a dyslexic into teaching other dyslexics; Part III discusses educational research; Part IV offers suggestions to school systems and home-schoolers; and Part V presents ideas for future examination and writing. An appendix contains miscellaneous items, including a list of resource organizations for information on dyslexia. (NKA)

*Theory Practice Relationship
IDENTIFIERS- *Communication Context; Postmodernism; *Voice (Rhetoric)

This paper interrogates the "voice" in intercultural theory, research, and education. The argument presented in the paper is that existing theory and research fall primarily within recent historical Western conceptions of what constitutes science, and intercultural communication educators' teaching is frequently from a Western perspective, despite the fact that they teach culture and culture-boundedness of other forms of communication. Thus, the paper looks at the "culture" of the intercultural discipline, first explaining some key concepts from critical theory as these regard the social sciences in general. These notions are applied first to theory/research and then to educational styles to see if they can inform the intercultural discipline. The paper discusses the predominant "voice" in the intercultural discipline through 3 frames: historical conceptualization, power structures, and the postmodern notion of decenteredness, In the conclusion, the paper reflects on the author's own voice in his writing and teaching. Contains 74 references and 13 notes. (Author/RS)

Techniques; Compliance (Legal); *Discipline; *Discipline Policy; Discipline Problems; Elementary Secondary Education; School Policy; Student Behavior; *Suspension
IDENTIFIERS- *Alternatives to Suspension

All administrators and teachers face the challenge of implementing discipline procedures that are effective, particularly for special-education students. This book provides an array of practical solutions to everyday problems, primarily for use with special-education students who challenge discipline techniques. The techniques described are based on the authors' practical experiences. Chapter 1 reviews literature on suspension that shows that black students and special-education students are disproportionately affected by suspension policies. Chapter 2 offers guidelines for changing to an approach that sets high standards for behavior and teaches students how to develop appropriate social behaviors. One option is to create a climate committee, comprised of students, staff, and parents, that acts as an informal court. The third chapter offers guidelines for "precision planning," a systematic process in which the administrator provides leadership to ensure the implementation of procedures for creating a safe and productive environment. Practical strategies for encouraging appropriate student behavior are outlined in the fourth chapter. Chapter 5 describes techniques to prevent behavior problems: developing effective rules and expectations; communicating with students; accentuating the positive; and managing educators' stress. Sample behaviors and effective interventions are offered in chapter 6. One figure and an index are included. References accompany each chapter. Appendices contain sample forms. (LMI)

Education and Other Services for School-Age Children (October 12-14, 1994).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Budgets; *Educational Finance; Elementary Secondary Education; *Expenditures; *Federal Aid; Financial Support; Income; *Social Services; *State Aid; *Tax Allocation; Tax Effort

This paper provides an overview of financing patterns and mechanisms for public education and other services for children. It describes overall levels of support and significant trends over time in funding patterns. The paper also compares and contrasts the financing arrangements and trends in the different children's service sectors, highlighting the differences in revenue raising (and related governance) responsibilities between the different governmental levels. Issues to be considered in earmarking funds for children in the coming years are raised. The paper answers two principal questions: (1) How much is spent by governments on children's programs and what are the main components? and (2) Where does the revenue for these programs come from? Government-financed services only are considered; private programs are ignored. The paper summarizes that funding for children's programs may come from either general or earmarked sources. Most of it is from general taxes. Earmarking may have more potential as a device for increasing spending for children's programs other than education, particularly those with relatively small budgets. The potential for increased revenue is inextricably linked to how well programs operate. Because intergovernmental competition constrains the ability to raise taxes, it is desirable for state and local governments to receive more federal aid. Seven tables are included. The Finance Project and its available resources are included. (LMI)

The Condition of Education, 1996.
PUB DATE- Jun 96
NOTE- 411p.; For the 1995 edition, see ED 383 119.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; Access to Education; *Educational Assessment; *Educational Attainment; *Educational Quality; Educational Resources; Educational Trends; Elementary Secondary Education; Enrollment; Ethnic Distribution; Government Publications; *Outcomes of Education; Postsecondary Education; *School Demography; *School Statistics; Tables (Data)
IDENTIFIERS- *Educational Indicators

The current status of education for 1996 is presented in the form of education "indicators"--key data that measure the health of education, monitor important developments, and show trends in major aspects of education. The 60 indicators have been divided into 6 areas: (1) access, participation, and progress; (2) achievement, attainment, and curriculum; (3) economic and other outcomes of education; (4) size, growth, and output of educational institutions; (5) climate, classrooms, and diversity in educational institutions; and (6) human and financial resources of educational institutions. The report includes the text, tables, and charts for each indicator plus the technical supporting data, supplemental information, and data sources. Information on issues in elementary and secondary education are integrated with those on issues in postsecondary education to reflect the continuity of educational experiences. An overview synthesizes evidence from the 60 indicators and other sources on 4 important education issues: education and worker productivity; preparation for work; minorities in higher education; and teachers' working conditions. Appendices comprise over half of the publication and contain supplemental tables and notes, a list of data sources, a glossary, an index, and a list of selected publications of the National Center for Education Statistics. (MLF)

vocational rehabilitation work for the individual are offered. Appendices provide a history of legislation affecting people with disabilities, supported employment definitions, and vocational rehabilitation appeals procedures. (DB)

ED 394 237 EC 304 757

A Guide for Parents to the Individual Education Program (IEP).
SPONS. AGENCY- Minnesota State Dept. of Children, Families and Learning, St. Paul. Office of Special Education.
PUB DATE- 95
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Agency Cooperation; Ancillary School Services; *Disabilities; Educational Planning; Elementary Secondary Education; *Individualized Education Programs; Meetings; Needs Assessment; *Parent Participation; Parent Rights; *Records (Forms); Student Educational Objectives; Student Placement; Transitional Programs
IDENTIFIERS- *Minnesota

This booklet is intended to facilitate the full participation of Minnesota parents of children with disabilities in the Individualized Education Program (IEP) process. The booklet begins with a brief discussion of what an IEP is and why it is needed. The guide then presents a copy of Minnesota's IEP form, with the form sections on the left hand page and explanatory information on the right hand page. Some of the categories of information explained are: parent/guardian information, the IEP meeting, program planning, periodic review of the IEP, transition program planning, adaptations in general and special education, behavioral interventions, special education and related services to meet goals and objectives, interagency services, the altered school day, placement determination and the least restrictive environment, activities with students without disabilities, and primary disability. Also included are the Minnesota Notice of Special Education Services and a grid for use in transition planning. (DB)

IMAP user manual, an excerpt for IMAP scoring instructions, a parent survey, a performance task list, IMAP content comparison charts, first year pilot results of IMAP training, and the process of developing authentic performance tasks. Appended are a sample MSPAP performance task (for grade 8 mathematics), a sample IMAP performance task (for leisure skills of 17 years old), and a sample IMAP scoring rubric. (DB)

IDENTIFIERS- Texas (El Paso); *Two Way Bilingual Education

A study in two El Paso (Texas) elementary school two-way bilingual education programs investigated factors in learning through first and second language, analyzed teacher development in a context of complex change, and identified promising school structures for collaborative professional development for these teachers. Of the 24 participating teachers, 12 from each school, half were bilingual (Spanish-English) and half were English monolingual. Classes were team-taught. All were observed monthly by trained observers; six of them were observed all day for an entire week. All were videotaped for an hour at randomly-selected times, and observed once a month during professional development sessions. Teachers also responded to an essay-type questionnaire asking them to elaborate on their teaching practices, team-teaching experiences, and overall problems and successes. Teachers all commented that the team teaching situation, with one monolingual and one bilingual teacher, offered new opportunities for personal and professional growth. Structures for the teams' development provided opportunities to learn collaboratively, including role-playing, peer coaching, classroom ethnography, and curriculum writing. The locally-constructed professional development program was found to be an effective structure for needed change. (MSE)

*Technical Writing; *Workstations; *Writing (Composition); Writing Exercises; Writing Instruction; Writing Skills
IDENTIFIERS- Japan; University of Aizu (Japan)

A study at the University of Aizu (Japan) investigated characteristics of technical writing assignments composed in English as a second language on computer workstations and by hand. The in-class workstation essays and hand-written essays of 24 students revealed that while all were of similar overall quality, the workstation essays were not as well organized and were significantly shorter in length than the hand-written essays. A questionnaire concerning both writing processes was then administered to these and 55 additional students. It indicated that while students generally felt that workstations contributed to learning English, there were a number of problems associated with their use, including: inability to see what the final paper will look like; less efficient work; teacher time spent teaching about workstation use; time spent at the workstation on other homework or other computer activities; and eye strain. It is concluded from these data and previous research that workstations are well-suited for some assignments, but that handwriting may provide students with greater control in others. (Contains six references.) (MSE) administered to each subject group in the spring of 1993. Results were analyzed and are presented here in summary form. It is concluded that speaking skills were met satisfactorily at the senior 4 level, but that objectives at other levels in speaking and writing skills were not met. However, despite the poor results, it is felt that the basic French teaching situation in Manitoba has positive aspects that can be emphasized to improve student learning. Specific recommendations are made for administration at the provincial level, for French teachers, to school divisions and principals, to faculties of education, and to students concerning the curriculum, instructional materials, assessment and evaluation, professional development, and the national core French study. (Contains three references.) (MSE)

the Under Secretary.; Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 95
NOTE- 324p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Educational Needs; Elementary Secondary Education; *English (Second Language); *Federal Programs; *Limited English Speaking; Longitudinal Studies; *Low Achievement; Low Income Groups; National Surveys; Policy Formation; Program Effectiveness; Program Evaluation; *Public Policy; Teacher Qualifications; Testing Problems

This report presents descriptive findings from the Language Minority/Limited English Proficiency Student Supplement of "Prospects," a six-year longitudinal evaluation concerning the impact of federal Chapter 1 programs. These programs provide supplemental instruction to low-achieving elementary and secondary school students in low-income schools. Instructional areas supported by Chapter 1 include: reading, mathematics, language arts, English-as-a-Second Language (ESL), and bilingual education. Survey and achievement data were collected from a nationally representative sample of three student cohorts beginning in grades 1, 3, and 7. The report presents data from the first two years of data collection (1991 and 1992) for two of the cohorts (grades 1 and 3), including extensive demographic information, student out-of-school behaviors and home support, student academic performance as measured by standardized tests, teacher judgment, and self-report, school attendance and grade retention patterns, and the kind, quality, and extent of educational services provided to LEP students. Findings show that LEP students who attend public school are particularly disadvantaged. They come from poor families and live in urban communities with high concentrations of poverty. Their parents have especially low levels of educational attainment, are often unemployed, have only limited proficiency in English, and rarely speak English at home. Despite the importance of early educational intervention, the parents of LEP students are less likely than other parents to send their children to kindergarten. It is concluded that Chapter 1 policies should be particularly sensitive to the needs of low-achieving LEP students, who are more likely to be in low-income schools or schools without adequate services, and who may have difficulty taking standardized tests in English. In addition, the need for more staff training to assist this population is highlighted. (MSE)

Uncommonly Taught Languages; Verbs

This dictionary of Ahtna, a dialect of the Athabaskan language family, is the first to integrate all morphemes into a single alphabetically arranged section of main entries, with verbs arranged according to a theory of Ahtna (and Athabascan) verb theme categories. An introductory section details dictionary format conventions used, presents a brief history of Ahtna language research, and outlines Ahtna phonology and orthography, dialect patterns, organization of Ahtna-to-English main entries, and verb organization and patterns. The main section is of Ahtna-to-English main entries. A listing of unverified words from other sources, an English-to-Ahtna index, and a list of references are also included. Appended materials include listings and notes on loan words, directionals, numerals, theme formation strings, aspectual derivational strings, non-aspectual derivational strings, topics in Ahtna verb phonology, sample verb paradigms, and kinship terms. A map illustrates the geographic distribution of Ahtna dialects. Contains 67 references. (MSE)

Recommendations.
PUB DATE- Dec 95
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; Community Colleges; Computer Uses in Education; Distance Education; Educational Attitudes; Educational Opportunities; *Educational Policy; *Financial Support; Higher Education; Outcomes of Education; State Programs; State Universities; *Statewide Planning; *Telecommunications
IDENTIFIERS- *Florida

This report provides recommendations for a comprehensive telecommunications policy for Florida that focuses the state's technological resources on the accomplishment of specific educational goals. The recommendations are based on a review of the relevant literature, a survey of approximately 950 community college and university faculty, and a consultant's analysis of the state's telecommunication capabilities. The report outlines five broad principles to guide the state's efforts: (1) funding for technologically delivered instruction should be targeted toward courses and programs that will increase system capacity and ease access pressures; (2) increased educational opportunities brought about by technological innovation should not be limited to only those who can afford computers and other devices; (3) the state should lease access to telecommunications networks rather than develop them itself; (4) all future funding requests should specifically address how the resources will be used to address specific education goals; and (5) initiatives utilizing technologically delivered instruction should be able to demonstrate effectiveness in broadening access or enhancing academic performance through documented research. Twenty specific strategies to accomplish these principles are discussed. Four appendixes contain a copy of the consultant's report, survey data, membership of the Statewide Telecommunications Task Force, and relevant state legislation. (MDM)

University of Chicago" by Willard J. Pugh. It reviews the founding negotiations among various groups wishing to found a first class Baptist university; the roles of such individuals as John D. Rockefeller and William Rainey Harper; and the institution's early commitment to research. The fourth paper is "Patterns of Access to the Modern European Universities: The Social Origins of Students" by Fritz Ringer. This paper critiques the assumption that expanded enrollment since the early nineteenth century was a reflection of democratization and provides data from Germany, France, England, and Scotland to support a two-stage process of expanded schooling in which little increased access to the most favored occupations results. Also provided is a review essay by W. Bruce Leslie, "The Academic Revolution Across Three Cultures,". An annotated list of recent dissertations in the field is included. Each of the four major papers contains extensive reference notes. (DB) as is a satirical response by Laurie Taylor. Another section contains the written comments from conference participants. Background papers included in the document included: "Distinctions of Class" (a London Times editorial); "An End to the Class System?" (Geoffrey Alderman); "University of London Academic Council Working Group on the Classification of First Degrees: Final Report"; "Education or Grading: Arguments for a Non-Subdivided Honors Degree" (Richard Winter); and "Graduate Employment and Degree Class" (Jason Tarsh). Contains a listing of conference attendees. (NVA)

PUB DATE- Apr 96
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; *Majors (Students); *Self Concept; *Sex Differences; Sex Role; *Sex Stereotypes; *Sexual Identity; *Student Educational Objectives
IDENTIFIERS- Student Developmental Task and Lifestyle Inventory

This study examines relationships among several factors involved in choosing a major: gender, sex-role identification, clarity of purpose, and type of major (male-dominated or female-dominated). Study participants were 396 college seniors in the male-dominated College of Engineering and the female-dominated College of Education and Family and Consumer Sciences of an unspecified institution. Instruments used included the Student Development Task and Lifestyle Inventory Revised and the BEM Sex Role Inventory. Fewer than half of the students identified with traditional sex roles; yet most chose majors traditionally dominated by their gender. Choice of a traditional major was more likely to occur among women (72.4 percent) than among men (67.3 percent), even among androgynous individuals who psychologically identified with characteristics of both gender groups (androgynous women 76.8 percent, androgynous men 54.8 percent). Women in male-dominated majors viewed themselves as less feminine than women in female-dominated majors. A clearer sense of purpose was observed in women versus men in students in female-dominated majors versus those in male-dominated majors and in androgynous students versus those who were masculine-identified, feminine-identified, or undifferentiated. It is suggested that psychosocial and societal influences, not examined in this study, may also greatly impact the choice of a college major. (Contains 16 references.) (Author/NAV)

DOCUMENT RESUME
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ED 394 431 HE 029 125

Dixon, Douglas A.
Teaching Democracy as a "Practical" Science: Reorganizing the Curriculum at Institutions of Higher Education for Active Citizenship.
PUB DATE- Apr 96
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Citizenship Responsibility; Civics; *Curriculum Development; *Democracy; Elections; Higher Education; Political Issues; *Political Power; *Political Socialization; Public Affairs Education; *Voter Registration
IDENTIFIERS- Georgia

This paper identifies project-based curriculum elements to increase postsecondary students' sense of political efficacy and their political interest, knowledge, and participation. It evaluates factors correlated with low levels of voting and the implementation of registration activities as remedies; it then introduces curriculum elements based on research to increase the quality and quantity of political participation among the State of Georgia's postsecondary students, including interest group organization and electoral strategies as well as problem identification and analysis. Data and analysis of recent Georgia elections are presented which demonstrate the potential influence that young voters may wield if they unify around common objectives and coordinate their registration and voting activities to influence specific primary and general elections. It is suggested that current voter registration efforts are inadequate and may be improved among students by in-class activities in political science classes. Students also need to learn how to analyze and evaluate public problems, proposed remedies, and their potential consequences and underlying values. Teaching political education using federalism as a central organizing concept is also recommended, and postsecondary institutions are recommended as especially fruitful sources for instilling political responsibility in young voters. Inclusion of a project-based curricular strategy in postsecondary political science classes may result in more effective and higher quality political participation among these young citizens. A theoretical, basic outline for such a project is suggested. (Contains 45 references.) (Author/NAV)

ED 394 432 HE 029 126

Roth-McDuffie, Amy; And Others
Modeling Reform-Style Teaching in a College Mathematics Class from the Perspectives of Professor and Students.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- Apr 96
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; College Mathematics; *Educational

ED 394 451 HE 029 146

Callan, Patrick M.
Public Purposes and Public Responsibilities.
PUB DATE- Nov 96
NOTE- 9p.; Paper presented at the Conference of the California Association of Institutional Research (CAIR) (San Diego, CA, November 3-4, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Community Colleges; Economic Change; *Educational Finance; *Educational Policy; Educational Trends; Enrollment Projections; *Higher Education; *Long Range Planning; *Master Plans; Politics of Education; *Public Policy; Statewide Planning; Trend Analysis
IDENTIFIERS- *California

An examination of public policy issues and accountability in education focuses on the current situation in California's system of higher education. It looks first at how the consensus about public financing embodied in the state's 1960 master plan for higher education has come apart since about 1990, and reports on two studies, one on recent developments in the community colleges and the other on the funding of higher education over 35 years, that show that the basic principle of public funding is no longer operational in the state. The paper notes that the public appears unconcerned about this situation. Enrollment projections for the next decade suggest that the state and its higher education institutions must choose between maintaining the system at current cost and serving a much smaller proportion of the population, or reducing overall cost per student; there is no scenario under which the status quo model can continue at current cost levels. It is concluded that the re-invention of higher education in California is likely to be a traumatic process, with a substantial need for public policy leadership at the state level, but that the opportunity for major social good to be accomplished is also substantial. (MSE)

ED 394 452 HE 029 148

Barba, J. David
Report of the State Auditor. State Colleges in Colorado. Financial, State-Funded Student Financial Assistance Programs, and NCAA Audits. Fiscal Year Ended June 30, 1995.
PUB DATE- Nov 95
NOTE- 121p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - General (140),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Athletics; *Financial Audits; Financial Policy; Higher Education; *State Colleges; *Student Financial Aid
IDENTIFIERS- Adams State College CO; Colorado; Colorado (Denver); Mesa State College CO; Metropolitan State College CO; National Collegiate Athletic Association; Western State College CO

The results of a Colorado State audit of the consolidated financial statements are reported, along with the statements of

ED 394 469 HE 029 165

Heller, Donald E.
Tuition Prices, Financial Aid, and Access to Public Higher Education: A State-Level Analysis.
PUB DATE- Apr 96
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Educational Finance; Enrollment Influences; Enrollment Rate; *Financial Support; Higher Education; *Paying for College; *Public Education; State Colleges; State Universities; Statistical Analysis; *Student Costs; *Tuition

This report addresses the relationship between tuition, financial aid, and access to public higher education through an economic analysis of data from individual states from 1976 to 1993. The analysis focuses on states, rather than the individual, as the unit of observation and how state policies regarding the setting of tuition rates and financial aid budgets affect access to public higher education. The first part of this study provides an analysis of public higher education enrollment rates in the United States during this period; the second part offers a fixed-effects model utilizing cross-sectional and time-series data. The model takes advantage of the natural variations in the outcome and predictor measures both across states and over the time period involved. Findings are consistent with many previous student demand studies; first-time enrollees should be more price sensitive as they have not yet made an investment in a postsecondary education. Already enrolled students, especially those in upper division levels, should be more willing to pay higher tuition levels to complete a degree program and gain the benefits in the labor market of having a college diploma. This study also confirms that at least among some groups, higher levels of grant spending are associated with higher enrollment rates. The positive relationship between unemployment and enrollment is confirmed. The model allows each state to predict its enrollment rate for each racial group; it also allows identification of the states and years when enrollment rates for specific groups were high or low. (Contains 22 references.) (NAV)

ED 394 470 HE 029 166

Sinclair, Anne; Baldwin, Beatrice
The Relationship Between College Zoology Students' Religious Beliefs and Their Ability to Objectively View the Scientific Evidence Supporting Evolutionary Theory.
PUB DATE- 8 Apr 96
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Creationism; *Evolution; Higher Education; Naturalism; *Religious Conflict; Science and Society; *Science

ED 394 490 IR 017 786

Computers in Head Start Classrooms: Recommendations from the Head Start/IBM Partnership Project. Second Edition.
PUB DATE- Dec 94
NOTE- 104p.; For first edition (1990), see ED 321 858.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Environment; *Classroom Techniques; Compensatory Education; *Computer Uses in Education; Guidelines; Inservice Teacher Education; *Learning Centers (Classroom); *Microcomputers; *Parent Participation; Preschool Education; Volunteers
IDENTIFIERS- IBM Corporation; Program Characteristics; *Project Head Start

This report confirms many of the recommendations offered in the 1990 report and offers updated guidance in these areas. Recommendations include practical teaching activities for use with children, training and support strategies for teachers, and ways to involve parents and volunteers. A summary of the recommendations is followed by information on the Head Start International Business Machines (IBM) Partnership Project (a joint effort of the Head Start Bureau and IBM); a rationale for computers in the classroom; organization of the computer learning center; the process of introducing children to computers; the process of training and supporting teachers; ways to involve parents and volunteers; and characteristics of successful Head Start program implementation. Appendices include a Human Development Services Head Start Information Memorandum; descriptions of hardware and software 1990 and 1994; participating organizations; technology readiness self-assessment questionnaires; and diagrams of computer placement and equipment organization. (AEF)

ED 394 491 IR 017 790

Dabbs, Patricia
Using the Internet: World Wide Web Pages Featuring Education.
PUB DATE- Mar 96
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - Serials (022)
DESCRIPTORS- *Access to Information; Educational Research; *Electronic Publishing; Elementary Secondary Education; *Information Sources; *Internet; Parent Participation; Statistics; *World Wide Web
IDENTIFIERS- *Department of Education; Educational Information

This document is designed to help locate World Wide Web sites relating to education. It briefly describes what the World Wide Web is, what computer and telecommunications resources are needed for optimal access to it, how it works, how a Web Browser works, and what types of information are available on the Web. In particular, the resources available on the United States Department of Education's World Wide Web site are outlined, including: (1) general guides to the department; (2)

ED 394 509 IR 017 810

Liu, Min; Rutledge, Keith
The Effect of a "Learner as Multimedia Designer" Environment on At-Risk High School Students' Motivation and Learning of Design Knowledge.
PUB DATE- Apr 96
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Design Requirements; Educational Media; High Risk Students; High Schools; High School Students; *Instructional Design; Interviews; *Multimedia Materials; Qualitative Research; *Self Efficacy; Self Esteem; Student Attitudes; *Student Motivation; *Student Participation; Student Surveys; Teamwork; Technological Literacy; *Thinking Skills
IDENTIFIERS- Design Research; Self Fulfillment

This paper investigates the effect of engaging students in designing interactive multimedia programs. The design process has been shown to heighten motivation and to develop skills in project management, research, organization and representation, presentation, and reflection. At the same time, previous studies have also revealed that it is necessary for teachers to implement and sustain learner-as-designer environments by thoroughly explaining design knowledge and design issues. The semester-long study lasting approximately 18 weeks described in this report implemented such an environment with a four-phase model in which students: (1) received explicit instruction about the design process; (2) took part in a simulated production environment; (3) interacted directly with clients of the programs; and (4) interacted directly with multimedia experts, some of whom were guest speakers and some of whom coached the students throughout the semester. The treatment class consisted of 24 high school students from grades 10 through 12 of whom 71% were minority students and 16% were considered learning disabled. Students were divided into four teams, three of which opted to assemble multimedia presentations on separate topics for the local children's museum, and one of which decided to develop a CD-ROM yearbook. Students were asked to complete questionnaires, to list and prioritize design tasks, and to submit to observations and interviews. Their comments, along with statistical data, shed light on the value of various collaborative activities and about their growing sense of technical competence and self-efficacy. (Contains 18 references and 7 tables.) (BEW)

ED 394 510 IR 017 811

Speth, Carol A.; And Others
Personalized Advice on Study Skills: A Computer-Based System To Help University Students and Staff.
PUB DATE- Apr 96
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

ED 394 527 IR 055 883

Weller, Carolyn R., Ed.; Brandhorst, Ted, Ed.
ERIC Clearinghouse Publications, 1994. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses Announced in Resources in Education (RIE) January-December 1994.
SPONS. AGENCY- Educational Resources Information Center (ED), Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 95
NOTE- 89p.; For the 1993 edition, see ED 369 420.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstracts; Annotated Bibliographies; *Clearinghouses; *Education; Educational Research; Federal Programs; Literature Reviews; *Publications; *Resource Materials; State of the Art Reviews
IDENTIFIERS- *Educational Information; *ERIC

This annotated bibliography provides citations, abstracts, and indexes for 211 documents produced by the 16 Educational Resources Information Center (ERIC) Clearinghouses in 1994. These publications consist of digests, bibliographies, state of the art reviews, and information syntheses of various types. An introduction describes the ERIC system, ERIC abstract journals, ERIC clearinghouse publications, the organization of this bibliography, the availability of clearinghouse publications, adjunct ERIC clearinghouses, and the ACCESS ERIC and AskERIC services. A statistical summary by year (1968-1994) shows the number of publications included for each clearinghouse in the series of which this bibliography is the most recent. Document resumes are provided from the following clearinghouses: (1) Adult, Career, and Vocational Education; (2) Counseling and Student Services; (3) Reading, English, and Communication; (4) Educational Management; (5) Disabilities and Gifted Education; (6) Languages and Linguistics; (7) Higher Education; (8) Information and Technology; (9) Community Colleges; (10) Elementary and Early Childhood Education; (11) Rural Education and Small Schools; (12) Science, Mathematics, and Environmental Education; (13) Social Studies/Social Science Education; (14) Teaching and Teacher Education; (15) Assessment and Evaluation; and (16) Urban Education. Indexes by subject, personal author, and institution are provided. A directory of ERIC system components with addresses, telephone numbers, and brief descriptions of the clearinghouses' scope areas is also included. A form for ordering microfiche or paper copy of ERIC Clearinghouse publications from the ERIC Document Reproduction Service is attached. (AEF)

ED 394 528 IR 055 884

Hamilton, David A.
Some Characteristics of Rural Libraries in Illinois.
PUB DATE- 10 Apr 96
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

ED 394 545 JC 960 280

Cornell, Victor; And Others
An Anatomy of an Innovation: Balancing the Needs of Developmental Students with the Needs of an Institution.
PUB DATE- Feb 96
NOTE- 8p.; In: The Olympics of Leadership: Overcoming Obstacles, Balancing Skills, Taking Risks. Proceedings of the Annual International Conference of the National Community College Chair Academy (5th, Phoenix, AZ, February 14-17, 1996); see JC 960 276.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Basic Writing; Community Colleges; Compensatory Education; *Computer Assisted Instruction; *Educational Technology; *Learner Controlled Instruction; *Programmed Instructional Materials; *Remedial Instruction; Remedial Mathematics; *Remedial Programs; Remedial Reading; Two Year Colleges; Two Year College Students
IDENTIFIERS- Mesa Community College AZ

Over the past several years, the preeminence of the transfer function at Arizona's Mesa Community College (MCC) has been overshadowed by the increasing demand for remedial education. In fall 1992, 65% of the students assessed for placement in English, mathematics, and reading scored below college-level in at least one of these subjects, and enrollment in courses below college-level accounts for almost 30% of the total college enrollment. To meet the remediation needs of students while limiting the fiscal impact of remedial programs, MCC developed a pilot multimedia basic skills program, integrating educational technology into self-paced, open-exit remedial courses. Although students move at their own pace and work independently, they do not necessarily work alone. Interactions can take the form of student-student interactions, including students soliciting the advice of others, assisting others with their work, and tutoring students who are not as far in the program; one-on-one teacher-student interactions, focusing on specific student needs instead of providing a generalized lecture format; and small group and whole class teacher-student interactions, such as the use of traditional teaching methods among which are lecturing and homework assignments, modified to accompany the new curriculum designed for use with the computer network. (MAB)

ED 394 546 JC 960 281

Linnenberg, Daniel; Skinner-Linnenberg, Virginia
Balancing Academics and Students' Personal Crises: Teachers as Counselors.
PUB DATE- Feb 96
NOTE- 8p.; In: The Olympics of Leadership: Overcoming Obstacles, Balancing Skills, Taking Risks. Proceedings of the Annual International Conference of the National Community College Chair Academy (5th, Phoenix, AZ, February 14-17, 1996); see JC 960 276.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

ED 394 563 JC 960 298

Haston, Cindy
Enlightening Chairs and Deans about Liability: How To Avoid Employment Litigation.
PUB DATE- Feb 96
NOTE- 9p.; In: The Olympics of Leadership: Overcoming Obstacles, Balancing Skills, Taking Risks. Proceedings of the Annual International Conference of the National Community College Chair Academy (5th, Phoenix, AZ, February 14-17, 1996); see JC 960 276.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Guides; *Administrator Responsibility; Administrator Role; Community Colleges; *Dismissal (Personnel); *Employment Practices; Equal Opportunities (Jobs); *Legal Responsibility; Personnel Policy; *Personnel Selection; *Sexual Harassment; Two Year Colleges

In addition to organizational liability, deans and department chairs can be held personally liable for their actions in certain circumstances. To avoid liability from hiring and firing employees and responding to complaints of sexual harassment, the two major areas in which deans and department chairs are often involved, strategies and guidelines should be developed. Two areas of concern in hiring and firing employees are contractual issues and discrimination issues. To avoid litigation arising from a hiring situation, job-related criteria upon which to evaluate applicants must be identified. Applicants must be evaluated against the same criteria, avoiding the use of illegal factors such as race, gender, age, and disability. In addition, employment offers should be written, clearly identifying the contractual agreement. To avoid litigation arising from a firing situation, employees should be given adequate notice regarding performance and expectations and communication regarding performance issues should be documented. To avoid or minimize the liability resulting from sexual harassment complaints, the complaint and facts should be documented and treated seriously. The employee or student must be informed of the institution's sexual harassment policy and assured of an investigation. Finally, human resource personnel must be notified and appropriate corrective action must be enforced where there is evidence of sexual harassment. (TGI)

ED 394 564 JC 960 299

Frank, Debra; Rocks, William
Exploiting Instability: A Model for Managing Organizational Change.
PUB DATE- Feb 96
NOTE- 8p.; In: The Olympics of Leadership: Overcoming Obstacles, Balancing Skills, Taking Risks. Proceedings of the Annual International Conference of the National Community College Chair Academy (5th, Phoenix, AZ, February 14-17, 1996); see JC 960 276.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

ED 394 580 JC 960 315

McBroom, Gerry
Liberal Arts vs. Vocational Education: An Olympian Balancing Act.
PUB DATE- Feb 96
NOTE- 8p.; In: The Olympics of Leadership: Overcoming Obstacles, Balancing Skills, Taking Risks. Proceedings of the Annual International Conference of the National Community College Chair Academy (5th, Phoenix, AZ, February 14-17, 1996); see JC 960 276.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Cooperative Planning; Cooperative Programs; *Curriculum Development; *Educational Cooperation; Education Work Relationship; Instructional Improvement; *Interdisciplinary Approach; *Liberal Arts; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Albuquerque Technical Vocational Institute NM

Albuquerque Technical Vocational Institute, in New Mexico, implemented a project to enable liberal arts and vocational education faculty to share information and develop materials to help create a more cohesive curriculum for students. The project lasted two terms and sought specifically to enhance general education curricula with examples from vocational courses and the workplace; enhance career education with examples from the Arts and Science (A&S) curricula; increase communication among departmental faculty, employers, and advisory boards; and improve vocational students' attitudes towards required courses by illustrating career applications of educational content. Accomplishments of the project include the development and revision of course and instructional materials, the development of sample packets and lectures from employers and different professions, and increased communication between departments. Problems encountered in implementing the program include the absence of adequate evaluation methods, the need for team leader training, a lack of secretarial support, and the absence of an optional second year to allow departmental teams to continue. Participants highlighted the following as positive elements that should be replicated in future projects: (1) the team structure and the existence of lead A&S faculty; (2) bimonthly team leader meetings; (3) the ability of faculty to choose projects; (4) clearly stated expected results; (5) course release and hourly pay; and (6) positive attitudes and communication. (TGI)

ED 394 581 JC 960 316

Levin, John
Management that Constrains and Management that Liberates.
PUB DATE- Feb 96
NOTE- 8p.; In: The Olympics of Leadership: Overcoming Obstacles, Balancing Skills, Taking Risks. Proceedings of the Annual International Conference of the National Community College Chair Academy (5th, Phoenix, AZ, February 14-17, 1996); see JC 960 276.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

ED 394 597 JC 960 332

Seagren, Al; Watwood, Britt
The Virtual Classroom: Great Expectations. Delivering Graduate Education by Computer: A Success Story.
PUB DATE- Feb 96
NOTE- 8p.; In: The Olympics of Leadership: Overcoming Obstacles, Balancing Skills, Taking Risks. Proceedings of the Annual International Conference of the National Community College Chair Academy (5th, Phoenix, AZ, February 14-17, 1996); see JC 960 276.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; Computer Networks; *Cooperative Learning; *Curriculum Design; *Distance Education; *Doctoral Programs; Educational Innovation; Educational Technology; *Education Courses; Higher Education; Program Implementation
IDENTIFIERS- University of Nebraska Lincoln

Distance education may have a greater impact on the nature of higher education than any innovation since the invention of the printing press. In "virtual classrooms," students and faculty do not have to meet at the same time, collaborative learning is facilitated, and the specialized communication provided by computers can sometimes be better than face-to-face interactions. In an effort to take advantage of distance learning and increase productivity, the Lincoln Campus of the University of Nebraska offers doctoral courses in its Educational Leadership in Higher Education program via computer. In developing the program, the college decided that more and better presented information was not necessarily related to improving the teaching-learning process, and efforts were made to include interactive methodologies. It was also decided to use a direct-call, off-line system rather than the Internet to improve accessibility. In the courses, computer "groupware" is used, providing for open interaction between group members, while course material is organized into modules, with each module containing readings, questions, and assignments requiring responses from individuals or small groups. Students are required to constructively comment on approximately 20% of other group members' presentations. In implementing distance programs, major obstacles include faculty resistance to retraining, administrator concerns related to necessary curricular changes, and concerns related to the costs of maintaining state-of-the-art equipment. Contains 16 references. (BCY)

ED 394 598 JC 960 333

Harris, Allatia; Hosseini, Shyrel
Welcoming Diversity: Celebrating Our Differences and Acknowledging Our Common Experiences.
PUB DATE- Feb 96
NOTE- 8p.; In: The Olympics of Leadership: Overcoming Obstacles, Balancing Skills, Taking Risks. Proceedings of the Annual International Conference of the National Community College Chair Academy (5th, Phoenix, AZ, February 14-17, 1996); see JC 960 276.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

ED 394 615 JC 960 354

California Community Colleges in 2010. Four Scenarios: Technological Solutions/Adequate Resources, Traditional Solutions/Adequate Resources, Technological Solutions/Inadequate Resources, Traditional Solutions/Inadequate Resources.
PUB DATE- Apr 93
NOTE- 17p.; Summary of the Annual Meeting of the Commission on the Future (April 23-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Collected Works - General (020)
DESCRIPTORS- *Access to Education; College Planning; *Community Colleges; Educational Change; *Educational Finance; Educational Quality; *Educational Technology; Educational Trends; *Futures (of Society); *Trend Analysis; Two Year Colleges
IDENTIFIERS- *California Community Colleges

In 1991, the Community College League of California established the Commission on the Future to provide information, ideas, and analyses regarding the challenges facing California's community colleges in the future. At a 1993 meeting, the 23 members of the Commission undertook a scenario-building process to describe possible conditions that the state's community colleges may face in the coming years, examining over 70 key factors and driving forces. From the process, Commission members identified four possible scenarios. The first scenario describes a system of high tech community colleges resulting from an emphasis on new educational/communications technology and adequate resources. The second supposes that, rather than technology, traditional values-based systems are implemented and adequate resources are available, resulting in colleges that use resources to support innovative student learning and teacher development. The third describes a situation in which new technologies are emphasized but adequate resources are not available, leading to improved efficiency and quality. The final scenario supposes that traditional systems are implemented without adequate resources, suggesting that leaders will become innovative entrepreneurs for access and quality. Finally, the following core issues, common to all scenarios, were identified: change, student access, consideration of technology, the role of humanism, the need to bring people together, the importance of pluralism, empowerment, and the role of faculty. (TGI)

ED 394 616 JC 960 355

Facing the Millennium: California Community Colleges into the 21st Century.
PUB DATE- Aug 93
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; *College Role; *Community Colleges; Economic Development; Educational Change; *Educational Finance; *Educational Policy; Educational Quality; Futures (of Society); *Institutional Mission; *Job Training; Labor Force Development; Statewide Planning; Two Year Colleges
IDENTIFIERS- *California Community Colleges

As California's community colleges move into the 21st century,

ED 394 634 PS 023 929

Hadeed, Julie; Sylva, Kathy
Does Quality Make a Difference in the Preschool Experience in Bahrain?
PUB DATE- Sep 95
NOTE- 28p.; Paper presented at the European Conference on the Quality of Early Childhood Education (5th, Paris, France, September 7-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Curriculum Evaluation; Day Care Centers; Educational Environment; *Educational Quality; Foreign Countries; Preschool Children; Preschool Curriculum; Preschool Education; *Preschool Evaluation
IDENTIFIERS- *Bahrain; *Early Childhood Environment Rating Scale; Learning Environment

This study sought to compare educationally-oriented preschools and care-oriented preschools in Bahrain. Children's progress was compared in an effort to measure the relative quality of the preschools. Twelve preschools were assessed through observations of child and staff behaviors utilizing the Early Childhood Environmental Rating Scale (ECERS). The ECERS preschool assessment categories include: (1) personal care routines; (2) furnishings and display; (3) language-reasoning experience; (4) fine and gross motor activities; (5) creative activities; (6) social development; and (7) adult needs. The results showed higher scores in all seven categories for children in educationally-oriented preschools than for children in care-oriented preschools. Compared to children in care-oriented preschools, for children who attended educationally-oriented preschools, there were a greater quantity and variety of materials in the preschool, more adult involvement and dialogue, more space to explore and experiment, more free play time, more creative activities, and better working conditions for teachers. The results showed less favorable conditions for early learning in the care-oriented preschools than in the educationally-oriented preschools. The research supports the evidence associating quality indices in child care environments with benefits for early learning. Contains 56 references. (Author/SD)

ED 394 635 PS 023 933

Theilheimer, Ish, Ed.; Eisner, Kathy, Ed.
Young Families: How Are They Coping? = Les jeunes familles: comment se debrouillent-elles?
PUB DATE- Dec 95
NOTE- 33p.
LANGUAGE- English; French
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Collected Works - Serials (022)
DESCRIPTORS- Cohabitation; Early Childhood Education; *Family (Sociological Unit); *Family Life; Family Relationship; *Fathers; Foreign Countries; Life Style; Low Income; Marital Status; Marriage; *Mothers; One Parent Family; Parent Child Relationship; Parenting Skills; Parent Role; *Parents; Poverty; Sociocultural Patterns; *Young Adults; Young Children
IDENTIFIERS- Canada; Family Support; Living Arrangements

This issue of the newsletter "Transition" focuses on young

ED 394 653 PS 024 005

Heidemann, Sandra; Hewitt, Deborah
Pathways to Play: Developing Play Skills in Young Children.
PUB DATE- 92
NOTE- 102p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Checklists; *Child Caregivers; Childrens Games; Classroom Techniques; Cognitive Development; *Dramatic Play; Evaluation Criteria; *Games; Instructional Materials; Interpersonal Competence; *Play; Preschool Education; Psychomotor Skills; Social Development; Teaching Methods
IDENTIFIERS- Play Style

Play skills are vital to a child's overall healthy development. However, the training many caregivers receive may not include extensive information on play skills. This book presents a play checklist to help caregivers observe children's play skills, pinpoint play skills on which children need to work, and plan goals for improving those play skills. The play checklist is intended to be short, pertinent, and easy to understand, as well as to address both sociodramatic play skills and social skills. Chapter 1 of the book reviews definitions of terms used in the book grouped under the three types of play (play with objects, social play, and sociodramatic play) and outlines how play helps a child begin to use symbols and interact with other children. Chapter 2 offers suggestions for enhancing children's play by providing time, space, props, and planned experiences. Chapter 3 presents the Play Checklist and guidelines for observations, and gives caregivers an idea of how each item matches a child's skill. Chapters 4 and 5 describe how to plan from the checklist and discuss goals, priorities, and the role of the adult. Chapter 6 contains suggestions for improving the play skills that correspond with each section of the checklist. Chapter 7 discusses evaluation and the crucial role it plays in successful planning. Appendix 1 outlines a few reasons why children may have difficulty learning play skills. Appendix 2 describes how to teach the content of the book to other caregivers. Appendix 3 consists of the Play Checklist and Planning Form. Contains a glossary and 42-item bibliography. (TM)

ED 394 654 PS 024 006

Dishion, Thomas J.; Patterson, Scot G.
Preventive Parenting with Love, Encouragement, and Limits: The Preschool Years.
PUB DATE- 96
NOTE- 136p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Problems; Child Development; *Child Rearing; Discipline; Family Problems; *Friendship; Learning Activities; *Parenting Skills; *Peer Relationship; Personality; *Preschool Children; Preschool Education; Social Development; Well Being

ED 394 672 PS 024 077

Poersch, Nicole Oxendine; Blank, Helen
Working Together for Children: Head Start and Child Care Partnerships.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.
PUB DATE- Jan 96
NOTE- 117p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperative Programs; *Day Care; Delivery Systems; Early Childhood Education; *Family Programs; Financial Support; Health Services; *Integrated Services; Parent Participation; *Partnerships in Education; Program Descriptions; Social Services
IDENTIFIERS- *Child Care Needs; Family Needs; Family Support; *Project Head Start

This report examines the efforts of several visionary partnerships that have pioneered in bringing Head Start and child care services together for the children in their programs. While the partnerships vary in scope and design, all of the initiatives discussed in this report provide comprehensive services to children and families, including: full-day care and education; social services; health services components; parent involvement; and commitment to quality. The first section of the report provides information about the key issues addressed by programs developing partnerships. Chapter 1 highlights the benefits of partnerships. Chapter 2 looks at the process of partners coming together, including finding a partner, planning for coordination, and developing partnership agreements or contracts. Chapter 3 discusses financing options for partnership initiatives and examines how partners juggle multiple funding streams, share resources, and develop appropriate fiscal accounting systems. The second section examines the process of delivering the comprehensive services package, and provides a glimpse of how programs have dealt with particular issues surrounding each component. Chapter 4 outlines the process of providing education, health, and social services components. Chapter 5 examines the issue of parent involvement as a critical part of any initiative. Chapter 6 explores the issue of ensuring good quality throughout the program. Three appendixes contain: profiles and contact information for the highlighted programs; sample documents; and state medical eligibility levels. (TJQ)

ED 394 673 PS 024 082

Baehler, Karen
The Budget Enforcement Act: Implications for Children and Families.
PUB DATE- Nov 95
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials (070),Reference Materials - General (130)
DESCRIPTORS- Budgets; Child Advocacy; Economic Factors; Educational Economics; *Educational Finance; Federal Aid; *Finance Reform; *Financial Support; *Fiscal Capacity;

ED 394 691 PS 024 124

Family Day Care Sponsor's Manual: Child and Adult Care Food Program.
PUB DATE- Jan 95
NOTE- 221p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Day Care; *Day Care; *Family Day Care; Federal Legislation; Food Service; Food Standards; *Nutrition; Program Descriptions; Program Guides; State Programs; State Standards
IDENTIFIERS- *Child and Adult Care Food Program; Ohio; Rules and Regulations

The Ohio Child and Adult Care Food Program (CACFP) provides federal funding and federal food surplus to licensed providers of nonresidential child and adult day care for the purpose of serving nutritious meals and snacks to day care center participants. This manual serves as a provider's guide to addressing management issues for the CACFP. Following an introduction to important program concepts and a program overview, the manual consists of nine chapters which detail the federal and state regulations, policies, and guidelines for each of the following program areas: (1) sponsor applications, terminations, and appeals; (2) financial management policies and guidelines; (3) personnel management; (4) CACFP participation; (5) provider recruitment, training, and support; (6) provider monitoring and operating procedures; (7) payment withholding, suspension, termination, and appeal; (8) civil rights compliance; and (9) visits, reviews, and audits. The manual also contains 16 charts which provide information on indirect program costs; positions descriptions and staffing patterns; pay scales; family day care in Ohio; required forms; eligibility issues; types of program reviews; and rates of reimbursement. (SD)

ED 394 692 PS 024 126

Rafanello, Donna
Who Do You Think You Are? The Director as Role Model for a Caring Community.
PUB DATE- 9 Feb 96
NOTE- 7p.; Keynote address presented at the Annual Fox Valley AEYC Conference Directors' Symposium (5th, IL, February 9, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Attitudes; *Administrator Behavior; *Administrator Effectiveness; Administrator Responsibility; *Administrator Role; Child Development Centers; Cultural Context; Day Care; Day Care Centers; Early Childhood Education; Motivation; Social Support Groups; Teacher Attitudes; Work Attitudes; *Work Environment; Work Ethic
IDENTIFIERS- Continuous Improvement; Priorities

Work is a key part of an individual's identity. As such, an important part of effective and caring leadership is to care

ED 394 710 PS 024 161

Hammon, Virginia
Developing a Marketing Strategy for an Early Childhood Education Program in Hawaii.
PUB DATE- 95
NOTE- 220p.; Master's Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Change Strategies; *Early Childhood Education; Enrollment; *Enrollment Influences; *Financial Problems; *Marketing; Program Development; Surveys
IDENTIFIERS- Child Care Costs; Hawaii; Market Analysis; *Marketing Strategies; Market Research; *Service Delivery Assessment

A marketing plan designed to increase enrollment and community support for early childhood education programs in Hawaii is presented. Expansion, economic and demographic trends, changes in state funding policies, and inadequate marketing had resulted in a drop in alternative school enrollment. The resulting support base was unable to support adequate cash flow for the school, and its survival was in jeopardy. The core of the proposed marketing plan was a process of clarifying the school's mission, vision, and values. From this work, tools for a market survey and customer values match were designed and implemented. The resulting data was compiled, analyzed, and used to refine marketing. The strategies employed increased inquiries, enrollment, and the ratio of inquiries to enrollment, and kept the school fiscally solvent. The processes employed and the data collection techniques learned carried over into general administration and programs, and enhanced the overall quality of the organization. The appendices include a copy of the consensus tool, the customer values match and marketing survey, the respective data analysis, and the practicum calendar. Contains 28 references. (Author/AA)

ED 394 711 PS 024 162

Thompson, Pamela
Increasing Parent and Caregiver Understanding of the Power of Positive Interactions in Promoting Prosocial Behaviour in Young Children.
PUB DATE- 95
NOTE- 90p.; Master's Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavior Change; Behavior Development; *Caregiver Role; Childhood Attitudes; *Interpersonal Competence; Modeling (Psychology); Parent Child Relationship; *Parent Role; Program Development; *Prosocial Behavior; Questionnaires; Self Concept; Self Esteem; Social Development; Socialization; Surveys

The goal of the project presented in the practicum was to help parents develop competencies in interacting with their children in ways which foster self esteem and cooperative behavior. The objectives of the practicum included, first, increasing

ED 394 730 PS 024 197

Weikart, David P.
Impact of Early Education on School Performance and Productivity.
SPONS. AGENCY- World Bank, Washington, D. C.
PUB DATE- Feb 96
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; At Risk Persons; Child Development; Cost Effectiveness; Developing Nations; Developmental Stages; *Early Childhood Education; *Educational Opportunities; Human Capital; Infants; Language Acquisition; *Outcomes of Education; *Poverty; Preschool Children; *Preschool Education; Productivity; *Program Effectiveness; Toddlers
IDENTIFIERS- *Adult Performance Level; Developmentally Appropriate Programs; Developmental Theory; High Scope Demonstration Preschool Project; Long Term Effects; Project Head Start

This report examines how early educational opportunities affect child development and eventually adult productivity. The report also discusses some implications for developing countries. The effectiveness of educational programs for infants to 2.5-year-olds has not yet been demonstrated. However programs that ensure health, nutrition, immunization, and related issues are very effective in increasing infant physical growth and well-being. The effectiveness of preschool programs (for children 2.5 through 6 years of age) has been demonstrated, most notably by the evidence provided by the Head Start program. High-quality early childhood education is associated with fewer instances of poverty. Lessons for developing countries include: (1) educational programs for children aged 2.5 to 6 years of age are an important educational investment in the fight against poverty; (2) teaching children 2.5 to 6 years old didactically, no matter how logical it is to adult planners and administrators, is counterproductive. (Contains 5 selected readings and a list of 50 references.) (JW)

ED 394 731 PS 024 198

Olmsted, Patricia P.
A Comparative Study of Early Childhood Programs in 15 Countries. The IEA Preprimary Project.
SPONS. AGENCY- World Bank, Washington, D. C.
PUB DATE- Feb 96
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Development; Comparative Analysis; Cross Cultural Studies; Day Care; Developed Nations; Developing Nations; *Early Childhood Education; Foreign Countries; Observation; *Parent Attitudes; Preschool Children; Program Effectiveness; Program Evaluation; *Teacher Qualifications; *Test Construction
IDENTIFIERS- Africa; Asia; Europe; *IEA Preprimary Project; North America

The Preprimary Project is a comprehensive comparative study of early childhood services in nations on four continents. This

ED 394 748 RC 020 547

Payne, Guy A.
Autocheck: Addressing the Problem of Rural Transportation.
PUB DATE- Mar 96
NOTE- 4p.; In: Rural Goals 2000: Building Programs That Work; see RC 020 545.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Auto Mechanics; Cooperative Programs; County School Districts; Elementary Secondary Education; *Motor Vehicles; Program Descriptions; *Rural Areas; Rural Education; *School Business Relationship; *School Community Programs; *Transportation
IDENTIFIERS- *Access to Services

This paper describes a project implemented by a social worker from the Glynn County School District in rural Georgia to address transportation problems experienced by students and their families. The project aims to assist families who are unable to keep appointments or attend other important events due to unreliable transportation. A county needs assessment indicated that county residents ranked lack of public transportation third as a problem area, behind access to education and health facilities. The project involves a coalition between the school system, local autoparts suppliers, and housing authority personnel to help parents maintain older automobiles and access auto mechanics who provide reliable, low-cost services. In addition, an annual cookout and social allows families to have their car maintenanced by professionals. Prizes are given away such as tool sets, car polish, and free oil changes. This event not only helps rural families maintain reliable transportation, but also benefits car parts stores and maintenance shops that are looking to expand their business. (LP)

ED 394 749 RC 020 548

Henderson, Joan; Friedland, Billie
Suspension, a Wake-Up Call: Rural Educators' Attitudes toward Suspension.
PUB DATE- Mar 96
NOTE- 9p.; In: Rural Goals 2000: Building Programs That Work; see RC 020 545.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Disabilities; *Discipline Policy; Discipline Problems; Educational Legislation; Expulsion; High Risk Students; Individualized Education Programs; Nontraditional Education; *School Districts; Secondary Education; Special Education Teachers; Student Behavior; *Suspension; *Teacher Attitudes; Telephone Surveys
IDENTIFIERS- *West Virginia

Data from the West Virginia Department of Education reveals that from September 1991 to January 1992, school districts reported 18,915 out-of-school suspensions involving 12,997 students. In 1995, the West Virginia State Legislature enacted the Safe Schools Act, which specifically mandates suspension for no less than 12 consecutive months for possession of a deadly weapon,

ED 394 764 RC 020 563

Bateman, David F.
A Survey of Transition Needs of Students with Behavior Disorders in the Midwest.
PUB DATE- Mar 96
NOTE- 9p.; In: Rural Goals 2000: Building Programs That Work; see RC 020 545.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Disorders; Daily Living Skills; Disabilities; Educational Legislation; *Educational Needs; *Education Work Relationship; Emotional Disturbances; High Risk Students; *Individualized Education Programs; Interpersonal Competence; Secondary Education; *Secondary School Students; Secondary School Teachers; Special Needs Students; *Teacher Attitudes; Vocational Education
IDENTIFIERS- United States (Midwest)

This paper addresses the need for transitional services for students with behavior problems. "Seriously emotionally disturbed" is an educational term related primarily to learning problems exhibited by students as a consequence of their emotional or behavioral problems. Follow-up studies of students with emotional and behavioral disorders indicate that this population tends to drop out of school, experience a high rate of unemployment or underemployment, encounter problems with the law, and receive little assistance from community agencies upon leaving school. The Individuals with Disabilities Education Act of 1990 requires state and local education agencies to include an individualized educational plan (IEP) for all disabled secondary school students that addresses plans for graduation as well as future needs and goals pertaining to independent adult living. A survey of secondary school teachers of students with behavior disorders in the Midwest revealed that the biggest problems in transitioning such students were related to lack of social skills, lack of self-awareness and responsibility, lack of daily functional skills, lack of support, and teaching barriers. A successful transition program must incorporate vocational preparation activities, social skills and self-awareness training, and independent living skills. Administration of a transition planning assessment and a parent transition questionnaire are helpful in preparing goals for the transition component of the IEP. Equally important is the transition specialist who coordinates services for students and their families. (Contains 17 references.) (LP)

ED 394 765 RC 020 564

Davis, Robin K.; Lombardi, Thomas P.
The Quality of Life of Rural High School Special Education Graduates: A Follow-Up Study.
PUB DATE- Mar 96
NOTE- 9p.; In: Rural Goals 2000: Building Programs That Work; see RC 020 545.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Graduate Surveys; *High School Graduates; High Schools; *Learning Disabilities; *Mainstreaming; *Mild Mental

ED 394 781 RC 020 580

Reissner, Laura A.
Increasing Beginning Readers' Reading Success without Increasing Direct Instruction Time by Using Books on Tape.
PUB DATE- Mar 96
NOTE- 7p.; In: Rural Goals 2000: Building Programs That Work; see RC 020 545.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiotape Recordings; *Beginning Reading; Disabilities; Elementary School Students; Grade 1; *High Risk Students; Kindergarten; *Listening; *Prereading Experience; Primary Education; *Talking Books; Videotape Recordings; Young Children

Books on audiotape or videotape can be used in schools to provide independent reading experiences to beginning readers with limited preschool exposure to print. In addition, enabling children to hear stories while they look at the book may provide another support for literacy development in children at risk for reading difficulty. The efficacy of providing such prereading experiences to at-risk children was tested with 63 kindergarten and first-grade students in north-central West Virginia, who were identified as at-risk because of academic need, low income, learning disabilities, or visual or auditory impairments that might affect reading ability. Students were divided into two groups. One group heard audiotape recordings of books while they followed along in their own copies of the book; the other group watched and listened to videotapes of the pages of the book. Pretests and posttests covered listening comprehension, story retelling ability, and concepts about print. Results indicate that the audiotape condition was more beneficial than the videotape condition for developing children's concepts about print. Several children in the audiotape group spontaneously retold the story after the tape was over. The books on videotape seemed to encourage discussion among the children about concepts and vocabulary presented in the stories. The children did not give the videotapes their undivided attention and seemed to watch the videos the same way that they watch television at home, that is, in conjunction with social interaction and other activities. Contains 15 references. (SV)

ED 394 782 RC 020 581

Cantrell, Erica D.; And Others
Meeting the Needs of Rural Students through Distance Advising: The Role of Transfer Guides in Three Measures of Student Success.
PUB DATE- Mar 96
NOTE- 9p.; In: Rural Goals 2000: Building Programs That Work; see RC 020 545.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Advising; *Academic Persistence; *Articulation (Education); *College Transfer Students; Education Majors; Grade Point Average; Higher Education; Rural Schools; *Student Adjustment
IDENTIFIERS- *Montana State University; *Student Handbooks;

ED 394 804 SE 058 184

Linehan, Anne
Stretch-It! Creative Geoboard Tasks for Developing Mathematical Thinking.
PUB DATE- 92
NOTE- 123p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Geometry; Learning Activities; Lesson Plans; *Manipulative Materials; *Mathematics Instruction; *Spatial Ability
IDENTIFIERS- *Geoboards; Mathematics Activities

The purpose of this book is to introduce the geoboard as an effective tool that can help young children understand geometry as they develop spatial sense and mathematical thinking. Activities are clustered into three main sections: beginning geoboard explorations, exploring polygons, and coordinates. Blackline masters are included. (MKR)

ED 394 805 SE 058 185

Myren, Christina
Posing Open-Ended Questions in the Primary Classroom.
PUB DATE- 95
NOTE- 140p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Childrens Literature; Kindergarten; Lesson Plans; *Mathematics Instruction; Primary Education; Student Interests; *Word Problems (Mathematics)
IDENTIFIERS- Mathematics Activities; *Open Ended Questions

This book is a collection of 15 open-ended mathematics questions for kindergarten, first- and second-grade children. The questions deal with animals, birthdays, mittens, and other topics that capture the interest of young children. The problems are open ended because they have multiple solutions and/or multiple approaches to reach one solution. Children's literature serves as a springboard for many of the lessons. Each lesson contains an overview, materials list, description, student responses and assessment discussion, and references. (MKR)

ED 394 806 SE 058 186

Newman, Vicki
Math Journals: Tools for Authentic Assessment.
PUB DATE- 94
NOTE- 111p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; Kindergarten; *Mathematics Instruction; *Problem Solving; *Student Evaluation; *Student Journals

ED 394 828 SE 058 299

Carson, Cristi L.; Day, Judith
Annual Report on Promising Practices: How the Algebra Project Eliminates the "Game of Signs" with Negative Numbers.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 95
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Algebra; *Concept Formation; Demonstration Programs; Elementary School Mathematics; *Elementary School Students; Grade 6; Grade 9; *Integers; Intermediate Grades; Junior High Schools; *Mathematical Concepts; Problem Solving; Secondary School Mathematics; Secondary School Students

This paper argues that operations with negative numbers should be taught using a curriculum that is grounded in algebraic geometry. This position is supported by the results from a study that compared the conceptual understanding of grade 9 students who received the Algebra Project transition curriculum to a control group of grade 6 gifted students who received a traditional introductory algebra course. The overall scores on an open-ended examination showed that the Algebra Project students, who performed lower than the traditional students at the beginning of the year, had surpassed the traditional group by the end of the year. Further examination of the students' problem-solving strategies revealed that the Algebra Project students had developed an understanding of integer addition and subtraction, based on vector operations, while the traditional group of students still exhibited confusion from the use of the conventional sign rules. The study results show how all operations with integers can be made more intuitive to students by providing them with physical experiences that correspond to vector operations in space/time coordinates. These results not only reinforce the view that all students should have the opportunity to learn the important ideas of mathematics, but that all students need to learn the traditionally "higher-order mathematics" that provide geometrical grounding for abstract algebraic concepts. (Contains 19 references.) (Author)

ED 394 829 SE 058 300

Bentley, Michael L.; And Others
Community Resource Curriculum Development: Grades K-2.
SPONS. AGENCY- Eisenhower Program for Mathematics and Science Education (ED), Washington, DC.
PUB DATE- 94
NOTE- 182p.; For other curriculum development documents for grades 3-4 and 5-6, see SE 058 301-302.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Animals; *Conservation (Environment); *Ecology; Hands on Science; *Interdisciplinary Approach; Meteorology; *Multicultural Education; Primary Education; Rainforests; Science Activities; *Waste Disposal

This manual was developed by the Community Resource Curriculum Development Project (CRCDP), a cooperative project to develop multi-disciplinary, multi-ethnic, multi-cultural science/social sciences teaching units based upon the Illinois State Goals for

ED 394 850 SE 058 412

Moore, Judith
East School: Movement and Growth. A Case Study for the Vermont Institute of Science, Math and Technology.
PUB DATE- Apr 96
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-14, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Educational Change; Educational Strategies; Elementary Education; Environmental Education; *Inquiry; *Interdisciplinary Approach

This case study of East School, a central Vermont K-2 school with 125 students, describes the early stages of changing instruction and learning in a school with established district-wide standards. Changes in teaching at the local level were led by example, modeled by a dynamic principal as she encouraged the teachers to move towards a more integrated teaching framework. The case study also describes the contributions and struggles of a dedicated volunteer who felt a deep ownership of the project and yet was not allowed to truly work with the team, which brings forth questions around the inner-workings of the team, the role of outside facilitators, and team understanding of project goals and objectives. The findings of this case study lead to the conclusion that the principal's leadership, the teachers' shared values, and their general understanding of integrated curricula have supported a move towards integration across grades and subjects. A checklist of considerations for those working towards educational change through the creation and implementation of integrated curricula is included in the appendix. Contains 18 references. (JRH)

ED 394 851 SE 058 416

Vermeulen, Ard; And Others
Success Factors in Curriculum Innovation: The Case of Mathematics, Physics, Chemistry and Biology in Secondary Education in the Netherlands.
PUB DATE- 3 Apr 96
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-14, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biology; Chemistry; *Curriculum Development; *Educational Change; Foreign Countries; *Mathematics Curriculum; Physics; *Science Curriculum; Secondary Education; *Secondary School Curriculum
IDENTIFIERS- *Netherlands

This paper reports on a theoretical and empirical study into curriculum innovation in secondary education in the Netherlands focusing on mathematics, physics, chemistry, and biology. Curriculum specialists, subject specialists, researchers, policy makers, and teachers were interviewed for the study. Results indicate that mathematics had the most successful innovations. However, even for mathematics where many innovations were realized at the formal level, it was concluded

ED 394 872 SO 025 815

First Amendment.
PUB DATE- 95
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Collected Works - Serials (022),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Churches; Church Role; Citizenship Education; Civil Law; Civil Liberties; Civil Rights; Constitutional History; *Constitutional Law; Democratic Values; Freedom of Speech; *Government Role; Government School Relationship; Intellectual Freedom; *Law Related Education; Religion; Religious Education; Secondary Education; Social Studies; *State Church Separation; Student Rights; Teacher Rights; Teaching Methods
IDENTIFIERS- American Bar Association; Bill of Rights; *First Amendment; Supreme Court; *United States Constitution

Two articles in this instructional newsletter elucidate rulings by the United States Supreme Court, Circuit Court of Appeals, and District Courts affecting state sponsored school prayer: (1) "First Amendment Prayer Pendulum"; (2) "First Amendment. Rosenberger v University of Virginia." The newsletter provides the facts of the cases, legal precedents, arguments presented by both sides, significance of the decisions, as well as suggestions for appropriate teaching methods. Articles cover the First Amendment issues of school prayer and public funding for student religious magazines through student activities fees. Teaching strategies for examining both of these issues, including student handouts, are provided. (LH)

ED 394 873 SO 025 842

Racism and Education: Different Perspectives and Experiences = Le racisme et l'education: Perspectives et experiences diverses.
PUB DATE- Oct 92
NOTE- 223p.
LANGUAGE- English; French
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Discrimination; *Ethnic Groups; Ethnicity; Foreign Countries; Higher Education; *Indigenous Populations; *Minority Groups; *Race; Racial Attitudes; Racial Bias; Racial Differences; Racial Discrimination; *Racial Relations; *Social Bias
IDENTIFIERS- *Canada

These 12 essays provide insights into how racism demoralizes and debilitates the confidence of all Canadians affected in the educational milieu, especially the young. The writers all unmistakably signal the challenge for change and a renewed commitment to justice and equality. Essays include: (1) "There is a Better Canadian Answer" (Patrick Brascoupe Apikan); (2) "Aboriginal Peoples, Racism and Education in Canada: A Few Comments" (Paul Chartrand); (3) "Anti-Racist Education and the Curriculum--A Privileged Perspective" (Nora Dewar Allingham); (4) "Different Perspectives and Experiences: Memories from The Sir Martin Frobisher School" (Alootook Ipellie); (5) "Killing the 'Spirit' through a History of Racial Policies" (Mae Katt); (6) "Combatting Racism and Ethnocentrism in Educational Materials: Problems and Actions Taken in Quebec" (Marie

Change; Elementary Secondary Education; Higher Education; *Mathematics Instruction; Methods Research; *Preservice Teacher Education; *Student Teacher Attitudes; Teacher Attitudes
IDENTIFIERS- Maryland; Reform Efforts

This is a one-semester case study of the perceptions of five preservice teachers and their mathematics professor as participants in a reform-style mathematics classroom under the Maryland Collaborative for Teacher Preparation (MCTP) program. Researchers interviewed the professor and the teacher candidates throughout the semester, gathering data to address this question: "Do the instructor and the pre-service teachers perceive the instruction in their mathematics course as exemplifying the kind of teaching and learning they would like to promote as upper elementary/middle level mathematics and science teachers, and if so, how?" Data were collected and analyzed through analytic induction, constant comparison, and discourse analysis for patterns of similarities and differences between the professor and the preservice teachers' perceptions. The data indicate that the professor and the students perceived vast differences between traditional instruction and the teaching and learning they experienced in this class. All expressed a clear image of what they thought teaching in grades four through eight should be. This image was quite consistent with the teaching and learning that the students experienced in the class. Explanations are offered for why issues of pedagogy were not discussed in the class. (Contains 44 references.) (Author/NAV)

ED 394 433 HE 029 127

Lipson, Helen D.
The Right Stuff: White Male Perspectives on Merit, Measurement, and Affirmative Action Admissions to Graduate Professional Schools.
PUB DATE- Apr 96
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Achievement Rating; *Affirmative Action; Black Students; College Admission; College Students; *Diversity (Institutional); Equal Education; Ethnic Bias; Graduate Study; Higher Education; *Hispanic Americans; Integration Readiness; *Males; Minority Groups; *Racial Attitudes; Racial Balance; Racial Composition; Recognition (Achievement); School Demography; Student Attitudes; *White Students
IDENTIFIERS- Latinos; University of Illinois Chicago

This exploratory study examines several facets of everyday perspectives on merit and the meritocratic allocation of rewards and opportunities, focusing on race-targeted, affirmative action admissions of Blacks and Latinos to law schools, medical schools, and Master of Business Administration (MBA) programs. Subjects were 32 white, male college students, aged 20 to 35 years, who were in or were considering these fields of study at the University of Illinois at Chicago. Subjects came from working class/blue collar and professional/managerial families of origin. Subjects were asked to consider and discuss the merits of nine different approaches to achieving student-body diversity; three involved quotas or targets. Most striking from the results was the degree of common ground, up and down the policy preference spectrum, appropriations, expenditures, transfers and reversions for state-funded Student Financial Assistance Programs for the four State Colleges in Colorado for the year ended June 30, 1995. Specific recommendations are given for each of the colleges: Adams State College, Mesa State College, Metropolitan State College of Denver, and Western State College. The college's internal control structure and compliance with applicable laws and regulations was also noted. The accounting records and the system of internal accounting controls of Mesa State College were processed to assist the college in compliance with the audit requirements of the National Collegiate Athletic Association. The responses of the colleges to the findings and recommendations of the audit are included. (JPB)

ED 394 453 HE 029 149

Increasing the Academic Pool of Minority Students for Higher Education in Virginia.
PUB DATE- Jun 93
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- Access to Education; *Affirmative Action; College Admission; College Bound Students; College Students; Counselor Training; *Educational Counseling; *Educational Opportunities; Equal Education; Financial Support; Higher Education; High Risk Students; High Schools; High School Students; *Minority Groups; Student Financial Aid; Teacher Education
IDENTIFIERS- *Diversity (Student); *Virginia

This monograph discusses issues and problems in enhancing the academic and financial preparation of minority students in Virginia for college. Practices contributing to the disproportionately low percentage of minority students prepared for college are identified including inadequate preparation of teachers to instruct students from diverse backgrounds; failure of guidance counselors to identify and enroll minority students in academic programs; and use of ability grouping and disproportionate tracking of minority students into non-college preparatory programs. Five major recommendations are made: (1) ensure inservice and preservice training for administrators, counselors, and teachers on the learning styles and guidance needs of minority students; (2) promote increased parental involvement in and greater community support for the education of minority students; (3) empower minority students and their parents by providing them with information needed to prepare for college; (4) present seminars, workshops, and conferences that focus on eliminating barriers to Virginia's higher education system; and (5) reduce the widespread use of ability grouping and tracking. Also provided are statistics for minority enrollment in state-supported institutions of higher education, graduation rates from various educational levels, and enrollment in Governor's School programs. An appendix describes state assistance programs for at-risk students. (Contains 18 reference notes). (JPB)

ED 394 454 HE 029 150

Brennan, John, Ed.; And Others
Higher Education and Work. Higher Education Policy Series 23.
PUB DATE- 96
NOTE- 264p.; Papers presented at the Annual Meeting of the Consortium of Higher Education Researchers (London, England,

Education; *Theory Practice Relationship; *Zoology

An anonymous 12-item, multiple-choice questionnaire was administered to 218 southern college, introductory zoology students prior to and following a study of evolutionary theory to assess their understanding and acceptance of the credibility of the evidence supporting the theory. Key topics addressed were the history of evolutionary thought, basic Darwinism, natural selection, speciation, macro and micro evolution and evolutionary trends. All students followed the same course outline and identical laboratory investigations. Findings indicate internal student conflict between personal beliefs and values and ideas presented in the zoology courses. A number of misconceptions that students hold about evolutionary theory were identified. The students were also asked to explain whether or not their religious views were reconcilable with the evolutionary theory taught. Their beliefs were shown to interfere with their ability to view scientific evidence objectively, especially when they involved deeply ingrained religious teachings that were counter to the information being presented. All the students who rejected evolutionary theory gave as their reason opposing religious views. Those who held strong creationist religious beliefs felt the choice was dichotomous; they accepted a literal Biblical account of creation and rejected the evidence supporting the theory of evolution. (Contains 11 references.) (NAV)

ED 394 471 HE 029 167

Welch, Olga M.; And Others
Project EXCEL: Developing Scholar Identity within a Community of Respect.
PUB DATE- Apr 96
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Collegiality; Disadvantaged Youth; Economically Disadvantaged; Educational Counseling; *Educationally Disadvantaged; Higher Education; High School Students; Minority Groups; *Self Concept; Transitional Programs
IDENTIFIERS- *Project EXCEL; University of Tennessee

This report details findings of one year of a seven-year study of the relationship between pre-college enrichment experiences and the development of academic ethos, or scholar identity, in disadvantaged adolescents, both African American and European American. Under the auspices of the University of Tennessee, Project EXCEL examines the development of scholar identity in center city, college-bound sophomores as they participate in a university-sponsored enrichment program of reading, writing, and French or German foreign language study. Students are self-selected for application to the program and represent individuals who possess the potential for completing college level work, but who do not have the academic background. Each student participates for three years and receives a one-year follow-up, whether or not they attend college. The project's academic program builds student self-confidence and images of selves as individual scholars. This report presents findings from one facet of the Project EXCEL study, the ethnographic examination of the process of identity construction in EXCEL and non-EXCEL student participants in the tenth grade honors English course at Augustana High School. Findings suggest that research synopses and literature reviews; (3) publications for parents; (4) educational statistics; (5) text of department-wide initiatives; (6) educational research and practice reports and studies; (7) resource directories; and (8) department newsletters. Internet addresses are provided for several educational and miscellaneous sites. (BEW)

ED 394 492 IR 017 791

Glennan, Thomas K.; Melmed, Arthur
Fostering the Use of Educational Technology: Elements of a National Strategy.
SPONS. AGENCY- Department of Education, Washington, DC.; Office of Science and Technology Policy, Washington, DC.
PUB DATE- Apr 96
NOTE- 147p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Uses in Education; Costs; Educational Finance; *Educational Improvement; *Educational Strategies; *Educational Technology; Elementary Secondary Education; Federal Programs; Government Role; *Public Policy; Public Schools; Staff Development; Training

This report identifies principles that should guide the actions of public officials, educators, and others concerned with using technology to improve the performance in the nation's schools and school systems. Prepared as a result of participation by RAND's Critical Technologies Institute (CTI) in federal efforts to plan a research agenda and develop a national educational technology plan, it is based upon a series of workshops, interviews, and literature reviews. The report considers three major areas: (1) current use of educational technology in elementary and secondary education, including effectiveness, equity, and costs; (2) elements of a national strategy to expand the use of technology in education; and (3) the federal role in fostering effective use of educational technology. Chapter 1 defines educational technology, discusses why technology is an important component of public policy, and provides an outline of the report. In chapter 2, the current use of technology in education is reviewed. A sample of technology-rich schools are compared with the broader national picture. Chapter 3 examines the costs of technology-rich schools. Chapter 4 considers three national, systemic challenges to the widespread adoption and effective implementation of educational technology: financing the costs of acquiring and developing technology in schools; providing teachers with the skills needed for effective technology-rich schools; and ensuring that the needed software is available. Chapter 5 summarizes findings and suggests strategic principles that should govern the nation's efforts to bring technology to schools. It concludes with recommended roles that the federal government should play in a national strategy for effective educational technology use. An appendix lists participants in the CTI workshops. Eighteen figures and tables present information throughout the report. A bibliography contains 39 references. (AEF)

ED 394 493 IR 017 792

Eastwood, Kenneth W.; And Others
Using Electronic Technologies To Support Teaching and Learning: Building a Future.
PUB DATE- Jan 96

(150)
DESCRIPTORS- Academic Achievement; Comparative Analysis; *Computer Software Development; *Educational Assessment; Higher Education; *High Risk Students; *Individualized Instruction; Instructional Design; Statistical Analysis; *Study Skills
IDENTIFIERS- Technology Utilization; *University of Edinburgh (Scotland)

One recent goal of the British Higher Education Funding Council has been to find ways to use technology to cope with the increasing size and diversity of the student population. A development team at the University of Edinburgh (Scotland) received a grant to investigate how technology might be used to identify and help students put at risk by their deficient study skills. This report describes the development of software designed to that end. One piece, "StudentView," became a series of scoring formulas which allow users who have no background in educational research or statistics to compare students. A package of student-centered software called "Personalized Advice on Study Skills" (PASS) has a questionnaire component for self-testing and a "StudyAdvisor" component that is able to offer study suggestions tailored to the individual. Advice deals not only with academic endeavors like essay writing, oral presentations, and group projects, but also with stress and other outside influences on successful studying and time management. Suggestions can be applied by students whose approaches to learning vary from deep to surface to strategic. Although some terminology may be unfamiliar to students in the United States, the software content may be useful in American settings. Some sample text from "StudyAdvisor" is appended. (Contains 10 references and 6 figures.) (BEW)

ED 394 511 IR 017 812

Cisero, Cheryl A.; And Others
Using the Computer-Based Academic Assessment System (CASS) To Identify Reading Disability in College Students: A Replication.
PUB DATE- Apr 96
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Computer Assisted Testing; Educational Assessment; Higher Education; *Learning Disabilities; *Reading Difficulties; Reading Rate
IDENTIFIERS- *Differentiation

This research investigates whether the Computer-Based Academic Assessment System (CAAS), a battery of tests examining speed and accuracy at performing component reading skills, would be useful for identifying reading disability in college students. One important question was whether CAAS could distinguish reading disability from non-disability or learning disabilities of other types. CAAS reading tests were administered to college students with: (1) no disability; (2) reading disability; (3) general learning disability; and (4) disabilities outside of reading. Reading disabled and learning disabled students scored significantly lower overall than nondisabled students, and these two groups exhibited separate and distinct patterns of performance on CAAS tasks relative to the nondisabled participants. Findings suggest that CAAS may indeed be useful in identifying disabled college readers. Three tables and a bar graph illustrate the discussion. (Contains 25 references.)

DESCRIPTORS- Library Funding; *Library Services; *Library Surveys; *Public Libraries; Questionnaires; Resource Allocation; Rural Population

IDENTIFIERS- *Illinois; *Rural Libraries; Small Libraries

This study was designed to analyze some of the services offered by Illinois libraries serving populations of fewer than 2,500, particularly in terms of how they operate and which circulation services are used most frequently. A questionnaire was mailed to 192 libraries, with 131 or 68.2% returning usable responses. Among the general findings: (1) most rural libraries were part of a regional system that could provide aid to them; (2) 58% of Illinois rural libraries served populations of 1,501 or fewer; (3) 25.9% of Illinois rural libraries operate on an annual budget of less than $12,001; (4) the amount of the budget devoted to purchase and upkeep of both reference materials and library equipment varies; (5) hours of operation range from 5 to 75 hours per week, with the average being 26.1; (6) the most popular services (with the exception of the circulation of books and periodicals) were (in this order): interlibrary loan, photocopier, large print materials, videocassettes, and books on audiocassette. Results may be slightly skewed by a small concentration of libraries in a rural but wealthy standard metropolitan area, but otherwise the study demonstrates the impact of library budget on all aspects of services. A copy of the survey and cover letter are appended. (BEW)

ED 394 529 IR 055 887

Kuhlthau, Carol Collier, Ed.; And Others

The Virtual School Library: Gateway to the Information Superhighway.

PUB DATE- Apr 96

NOTE- 161p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Access to Information; Distance Education; Elementary Secondary Education; Futures (of Society); Higher Education; *Information Technology; Internet; *Library Development; Library Education; Library Role; *Media Specialists; Professional Development; Program Implementation; *School Libraries; *Technological Advancement; Telecommunications

IDENTIFIERS- *Virtual Libraries

This book is a compilation of 14 articles that present a wide range of perspectives on providing access to vast networks of information resources and enabling students to learn in an information-rich environment. The articles, arranged in four parts--overview of important technologies comprising the virtual library, learning in the electronic information age, examples of implementation, and education for library media specialists--redefine the role of the school library media specialist to meet the challenges of the future. The articles are: (1) "The Virtual Library Impact the School Library Media Center: A Bibliographic Essay" (Virgil L. P. Blake); (2) "Using the Internet to Enhance Teaching and Learning" (Jon Summers); (3) "LM-NET: Helping School Library Media Specialists to Shape the Networking Revolution in the Schools" (Michael B. Eisenberg & Peter Milbury); (4) "CD-ROM and the School Library Media Center" (Roxanne Baxter Mendrinos); (5) "Distance Education: The Virtual Classroom Updated" (Daniel D. Barron); (6) "Thinking Skills for the Electronic Information Age: Applying Mental Capacity" (Mark von Wodtke); (7) "The Information

DESCRIPTORS- *College Faculty; Community Colleges; *Counseling; Counseling Techniques; *Reality Therapy; Student Needs; *Teacher Responsibility; *Teacher Role; Two Year Colleges

Since learning is, by nature, an intimate process, students can far too often come to view teachers as surrogate counselors. This can represent a problem at two-year colleges where teachers often have little training in counseling and students admitted under open admissions policies often have a sense of personal failure. An informal survey of faculty at North Central Michigan College and on electronic listserv programs on the Internet revealed that, of 40 respondents, only 3 had not been approached by students for counseling related to a non-academic problem. Further, of the 37 who had been approached, over half had little or no training in the area of counseling. One useful technique for dealing with students seeking counseling is Glasser's Reality Therapy. This technique is based on the principle that actions taken in life are done to fulfill five needs (i.e., basic survival, power, belonging, fun, and freedom) and is designed to help individuals understand that they must make their own decisions. To implement this technique, instructors must first and foremost listen to students' stories, since students may only be looking for someone to listen to them. After listening, teachers should ask questions to solicit students' own opinions regarding what they wish to do and how they want to achieve it. Contains 10 references. (BCY)

ED 394 547 JC 960 282

Free, Coen; Moerman, Yvonne

Beyond the Classroom: Creating and Implementing New Models for Teaching.

PUB DATE- Feb 96

NOTE- 7p.; In: The Olympics of Leadership: Overcoming Obstacles, Balancing Skills, Taking Risks. Proceedings of the Annual International Conference of the National Community College Chair Academy (5th, Phoenix, AZ, February 14-17, 1996); see JC 960 276.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Active Learning; Business Education; Community Colleges; Educational Change; *Educational Improvement; Educational Innovation; Foreign Countries; *Resistance to Change; *School Business Relationship; Simulated Environment; *Teacher Role; Two Year Colleges

IDENTIFIERS- *King William I College (Netherlands)

In the Netherlands, educational innovation related to community colleges has mostly emphasized enlarging the scale of the colleges, resulting in large regional educational centers serving 10,000 students or more. New demand on the educational process has also resulted in a growing examination of the role of the teacher in the classroom. At King William I College, the largest community college in the Netherlands, efforts are being made to change the traditional learning environment that casts teachers as authorities and students as digesters of facts moving through curricula as if on an assembly line. The college is implementing a system similar to the old medieval vocational training system, in which students learn by doing, and receive feedback from other students, from the materials with which they are working, as well as from the teacher. For example, the college's business department provides a simulated office in

DESCRIPTORS- *Change Strategies; Community Colleges; *Cooperative Planning; Faculty College Relationship; *Interschool Communication; *Leadership Responsibility; Models; *Organizational Change; Participative Decision Making; Strategic Planning; Two Year Colleges
IDENTIFIERS- *Allegany Community College MD

In response to decreased levels of funding and declining enrollments, increased competition, and major technological advances, Allegany Community College, in Maryland, has developed a model for managing organizational change. The model incorporates the following four components for effective transition and change: conceptualization; communication; commitment; and control systems. Conceptualization involves understanding that the different parts of the organization are integrated into a whole and recognizing that change perceived as negative for one area may actually be positive for the college. Cross-college representation on most committees and task forces provides individuals with the opportunity to view change from others' perspectives. The second component, active, two-way communication, is a powerful adjunct to traditional communication and can help make change happen. Effective communication is a prerequisite to changing attitudes and behavior and vital to fundamental organizational change. The third component, the commitment of all personnel to strategic planning and their input in that process, is an integral part of organizational growth and development. Any hope of commitment to change, however, must begin with frank discussion of possible causes of resistance and change. Finally, management systems and support services that are dedicated to managing change and monitoring progress in the change process must be created. Organizational leaders should be sensitive to managing change and deploying resources and expertise to assist in transitions. (TGI)

ED 394 565 JC 960 300

Sablan, Helen
A Faculty Driven Teaching & Learning Center: The Evolution of a Professional Development Venture.
PUB DATE- Feb 96
NOTE- 7p.; In: The Olympics of Leadership: Overcoming Obstacles, Balancing Skills, Taking Risks. Proceedings of the Annual International Conference of the National Community College Chair Academy (5th, Phoenix, AZ, February 14-17, 1996); see JC 960 276.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Awards; *College Faculty; Community Colleges; *Enrichment Activities; *Faculty Development; Organizational Climate; *Professional Recognition; Recognition (Achievement); *Staff Development; *Teacher Centers; Teacher Improvement; Teacher Morale; Two Year Colleges
IDENTIFIERS- Tacoma Community College WA

Tacoma Community College (TCC), in Washington, has implemented a comprehensive professional development program to serve the training and development needs of its employees. Program goals include promoting student success through curriculum review and teaching development, increasing opportunities for professional development, building a positive working environment at TCC, and enhancing overall institutional effectiveness. Three major constituent groups provide the ongoing planning for training

DESCRIPTORS- *Administrative Organization; *Administrative Problems; Administrator Effectiveness; *Administrator Role; *College Administration; Community Colleges; *Governance; Organizational Effectiveness; *Power Structure; Two Year Colleges

Community college administrators have the unenviable role of attempting to stimulate change in an organizational structure that focuses on control and the acquisition of power to maintain control. The theme of control runs through management theory, suggesting that the ability to exercise control over situations and events enables one to fulfill goals and objectives. Ironically, organizations and organizational behaviors are not fully controllable, no matter how self-efficacious managers are. There is a counter theme in management theory, however, that focuses on the duality of the role of management, recognizing that institutions are controlled by both internal direction and external forces. Moreover, exerting too much control can limit an institution's potential. This dilemma of control is especially true for community colleges and other academic institutions. With authority contested and reality defined as a social construct, educational managers who fail to understand the need for change have become more controlling and repressive, adopting hierarchical models from the corporate sector that inhibit rather than liberate institutional participants in the exercise of their roles. The challenge for managers is to understand how their organization works, how it becomes dysfunctional, why conventional approaches to management have failed, and, above all, how to use power positively by adjusting to changing conditions and preserving institutional and individual values. Contains 17 references. (TGI)

ED 394 582   JC 960 317

Kochersperger, Reba; Timpanaro, Pat

Marching to the Same Beat: The Benefits of Building a Chair Council across a Multi-College District.

PUB DATE- Feb 96

NOTE- 9p.; In: The Olympics of Leadership: Overcoming Obstacles, Balancing Skills, Taking Risks. Proceedings of the Annual International Conference of the National Community College Chair Academy (5th, Phoenix, AZ, February 14-17, 1996); see JC 960 276.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Deans; Adjunct Faculty; *Administrator Responsibility; Administrator Role; College Governing Councils; Community Colleges; *Department Heads; *Instructional Leadership; *Multicampus Districts; *Occupational Information; Organizational Development; *Program Implementation; Two Year Colleges

IDENTIFIERS- North Harris Montgomery Community College Dist TX

When the North Harris Montgomery Community College District (Texas) opened its fourth college in fall 1994, division chairs undertook an effort to build a unified base of instructional leadership through the establishment of a District-wide Council of Chairs. The Council was designed to help chairs adopt a proactive approach to identifying and resolving instruction-related issues, develop leadership skills, become advocates for adjunct as well as full-time faculty, manage resources effectively, protect the integrity of the curriculum across the

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Administrator Role; Community Colleges; *Consciousness Raising; Cultural Pluralism; *Diversity (Institutional); Educational Environment; Faculty Development; *Organizational Climate; *Racial Bias; Staff Development; Two Year Colleges; *Workshops

Celebrating diversity is critical for maximizing the benefits of the diverse makeup of faculty, students, and communities served by colleges. Understanding the importance of diversity is important for academic leaders because their attitudes towards diversity influence the perceptions of others in the institution and can affect hiring practices and curricular decisions. Moreover, as managers, academic leaders are required to be responsive to customer (i.e., student) needs, especially those related to resolving faculty and student conflicts involving prejudice. An atmosphere which celebrates diversity is an atmosphere which encourages individuality as well as group cohesion. A model for reducing prejudice, developed by the National Coalition Building Institute and known as "Welcoming Diversity," can provide college leaders with an effective multicultural training model. The premise of the workshop is that bridges are built on pride, not guilt. The first half of the workshop celebrates the participants' differences and acknowledges common experiences, examining different prejudices and allowing participants to examine their experiences as victims of prejudice. The second half of the workshop personalizes prejudice and offers a proactive method for countering prejudicial remarks, slurs, and jokes. Workshop participants achieve a closeness based on mutual understanding, concern, and a common purpose. (TGI)

ED 394 599 JC 960 334

Sorenson, Robert
What Are the Roles of the Chair, Faculty Member, and Dean in Student Assessment?
PUB DATE- Feb 96
NOTE- 9p.; In: The Olympics of Leadership: Overcoming Obstacles, Balancing Skills, Taking Risks. Proceedings of the Annual International Conference of the National Community College Chair Academy (5th, Phoenix, AZ, February 14-17, 1996); see JC 960 276.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Accountability; *College Outcomes Assessment; Community Colleges; Educational Quality; Guidelines; Organizational Climate; *Program Development; Program Implementation; *School Effectiveness; *Self Evaluation (Groups); *Student Evaluation; Teacher Role; Two Year Colleges

As state governments and the public demand greater accountability from community and technical colleges, increasing focus is placed on the concept of assessing student academic achievement. To be effective, assessment processes should provide institutions with information that helps develop specific plans for improving operations. While processes for implementing assessment programs vary, basic steps include they face the challenges of providing access to affordable, high quality education and becoming sources of economic renewal for the communities they serve. To the measure that they address these issues, the colleges will become key assets for solving the economic and social problems of the state. Economic needs in the next century will include responding to the growth in the service and other sectors of the workforce, providing necessary technical skills training, and providing job retraining. The community colleges are also in a unique position to address the state's vital social needs, including respect for diversity, responsible citizenship, and lifelong learning. However, for the colleges to meet these needs, the following state policy issues must be addressed: (1) the college mission must continue to reflect the changing needs of the state and emphasize the inalienable right to receive access to top quality transfer and workforce education; (2) human and physical resources must be strengthened to enable the delivery of the college's mission, (3) effective leadership must be provided by the Board of Governors and the Chancellor's Office; and (4) the decline in funding for postsecondary education in California must be reversed to provide adequate education and training opportunities. Contains 32 references. (TGI)

ED 394 617 PS 022 772

Settings in Interaction: Research and Implications. Annual Conference of the EECERA on the Quality of Early Childhood Education (4th, Goteborg, Sweden, September 1-3, 1994).
SPONS. AGENCY- Goteborg Univ., Molndal (Sweden). Dept. of Education and Educational Research.; National Swedish Board of Health and Welfare, Stockholm.
PUB DATE- Sep 94
NOTE- 149p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Abstracts; *Classroom Research; *Context Effect; *Early Childhood Education; Educational Policy; Educational Quality; Family Role; Foreign Countries; Parent Teacher Cooperation; *Performance Factors; Public Policy; Research Methodology; School Role; Teacher Education; Teaching Methods; *Theory Practice Relationship
IDENTIFIERS- Europe

An overview of the fourth conference of the European Early Childhood Education Research Association (EECERA) on the Quality of Early Childhood Education is provided in this document. The conference focused on how interactions among settings at various levels in a micro-macrosystem influence, directly or indirectly, the experience and behaviors of young children in different environments and the educational program designed for these environments. Abstracts for 99 papers presented at 28 symposia and 2 poster sessions are presented. Issues addressed were: cross-cultural and multi-ethnic perspectives on early childhood education; curriculum and teacher practices; parent-teacher relationships; teacher perspectives and training; curriculum and teacher practices; child-teacher interaction; quality of the child's life in Nordic day care centers; promoting cultural learning in early childhood education: settings and strategies; quality in early childhood education: experiences from practice; public policies and early childhood education; setting links and setting transitions; gender perspectives; play and social interaction; "real-life settings" as educational settings; child-parent interaction; quality in early childhood education: programs for families and the problems they face. The newsletter contains book reviews, descriptions of upcoming events, and articles covering various aspects of young families. Articles are: (1) "Taking the Plunge" (Deidre Yukich), focusing on one woman's family planning decisions; (2) "Parenthood in the '90s--Shifting Roles" (Scott Piatkowski); (3) "Young Families in the 1990s--Uncertainty and Change" (Marie McNaughton); (4) "Family Formation of Young Adults of the '90s" (Zenaida R. Ravanera), examining historical and current trends, including common-law unions and never-married people having children; (5) "To Become Couples and Parents--New Answers to an Old Challenge" (Nicole Marcil-Gratton), analyzing trends in the lifestyles of young families in Quebec, including cohabitation versus marriage; and (6) "The Prospects of Young Families" (Susan McGrath and others), emphasizing the need for a national response to the problems and needs of young families, including unemployment, low incomes, and inadequacy of existing social programs. (BGC)

ED 394 636 PS 023 935

Child Welfare Programs. Hearing before the Subcommittee on Oversight of the Committee on Ways and Means. House of Representatives, One Hundred Fourth Congress, First Session.
PUB DATE- 23 Jan 95
NOTE- 200p.; Serial No. 104-12. Document contains several pages of small print.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Administrators; *Adoption; Adoptive Parents; Block Grants; *Child Welfare; *Compliance (Legal); *Federal Regulation; Federal State Relationship; *Foster Care; *Hearings; Private Agencies; Program Improvement; Social Workers; State Officials; Welfare Agencies
IDENTIFIERS- Adoption Assistance and Child Welfare Act 1980; Congress 104th

This hearing examined whether federal child welfare and foster care programs could be streamlined to better help children, focusing on the efficacy of section 427 of the 1980 Adoption Assistance and Child Welfare Act, which requires states to report on compliance with 18 separate child protection strategies. Testimony regarding the streamlining or elimination of section 427 was heard from: (1) Assistant Secretary Mary Jo Bane, Children and Families, U.S. Department of Health and Human Services; (2) New Jersey Department of Human Services; (3) National Fatherhood Initiative; (4) Los Angeles County Department of Children and Family Services; (5) Cook County Office of Public Guardian; (6) Karen Aileen Howze, an adoptive parent; (7) American Civil Liberties Union; (8) Child Welfare League of America; (9) Children's Rights Council; (10) Brigitte Berger, a sociology professor; (11) Maryland Citizen Foster Care Review Board; and (12) National Association of Foster Care Reviewers. Written submissions were also provided by other interested individuals and organizations. (MDM)

ED 394 637 PS 023 936

Child Care and Child Welfare. Joint Hearing before the Subcommittee on Human Resources of the Committee on Ways and Means and the Subcommittee on Early Childhood, Youth, and Families of the Committee on Economic and Educational Opportunities. House of Representatives, One Hundred Fourth Congress, First Session.
PUB DATE- 3 Feb 95

IDENTIFIERS- Empirical Analysis; Parenting Styles

Infants and toddlers need to learn a wide range of skills from their parents to prepare them for their experiences outside the home. This guide is designed to provide parents with practical, future-oriented suggestions on raising toddlers and preschool-age children. It provides a step-by-step approach to handling everyday problems, promoting the well-being of children, and creating a positive family atmosphere. The goal of this guide is to help parents face the challenges of parenting with skills and confidence. Chapter 1, "Focusing on Key Events," deals with identification of key events and problems within the household and effective responses that parents can use. Chapter 2, "Teaching Cooperation," emphasizes the strategies that parents can use to encourage cooperation in children and the long-term benefits that accrue from being cooperative. Chapter 3, "Supporting Children's Positive Behavior," claims that children's cooperation should not be taken for granted because positive attention provides the incentive for them to cooperate. The chapter also provides strategies for parents to give incentives to children. Chapter 4, "Using Stickers and Star Charts," discusses children's need for support and motivation to change their behavior. Chapter 5, "Setting Limits on Misbehavior," deals with how to set boundaries for unacceptable behavior in children. Chapter 6, "Using Consequences and Time Out," provides some general guidelines on using consequences with young children. Chapter 7, "Coaching Children's Friendships," discusses three essential social skills in children and how parents can help them in developing these skills. Chapter 8, "Building Family Relationships," deals with the well-being of family life through shared activities. Included is a list of further readings on toilet training, bedtime problems, child development, raising teenagers, and marital problems. (MOK)

ED 394 655 PS 024 013

Crase, Dixie R.; Crase, Darrell
Responding to a Bereaved Child in the School Setting.
PUB DATE- 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Death; Developmental Stages; Elementary Secondary Education; *Grief; Reality Therapy; Teacher Attitudes; *Teacher Role
IDENTIFIERS- *Bereavement; Developmental Theory; Listening Strategies; Question Answering

In helping children cope with death, teachers must facilitate children's passing through the physiological and psychological processes of grieving. Standard protocols can be established in order to develop a range of possible crisis intervention methods. The teacher's first role in the moments of shock and confusion which follow a sudden death is to help children feel safe. The teacher should explain the situation in terms children can understand, and thus establish a basis for dialogue about the incident itself and about the emotions children are feeling. Three main tasks should be part of any crisis response: (1) acknowledging the event's reality; (2) establishing an environment in which children feel comfortable in talking about their feelings; and (3) providing appropriate curricular materials and learning opportunities so that children can comprehend what has happened. Teachers should (1) be good listeners, (2) share information about the event and

Government Role; Integrated Services; Political Influences; Power Structure; *Resource Allocation; State Aid; Strategic Planning
IDENTIFIERS- *Financial Analysis; Local Control; Localization (Administrative); Local Planning and Assessment Process; Reform Efforts

This analysis of the Budget Enforcement Act of 1990 (BEA) and its implications for public financing of education and other children's services notes that voters want more and better education and related services, and at the same time want to pay less in taxes and balance budgets at every governmental level. The first section details recent changes in budget process rules. The 1995 budget resolution signals the intention of Congress to retool some BEA procedures to suit its new agenda. The second section looks at the effect changes in rules have had on legislative strategy and funding outcomes for children's programs. Relevant changes include dramatic lowering of the caps on discretionary spending; construction of fire walls between defense and nondefense discretionary spending; pay-as-you-go (PAYGO) spending to pay for tax cuts with cuts in appropriations; and restoration of fixed deficit targets to rein in automatic growth in mandatory spending. The third section shows how BEA rules can interact with current proposals under debate in Congress, and the final section suggests items for further discussion. The paper concludes by taking the position that advocates of children's causes should focus their efforts on influencing budget and program politics rather than trying to rewrite budget process rules. (ET)

ED 394 674 PS 024 083

Gold, Steven D.; And Others
State Investments in Education and Other Children's Services: Fiscal Profiles of the 50 States.
PUB DATE- Sep 95
NOTE- 331p.; For related documents, see PS 024 087 and EA 027 530.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Budgets; Economic Factors; Educational Economics; *Educational Finance; Federal Aid; *Finance Reform; Financial Support; *Fiscal Capacity; Profiles; State Aid; Statistics
IDENTIFIERS- *Financial Analysis; Local Control; Localization (Administrative); Local Planning and Assessment Process; Local Planning and Budgeting Model

State and local governments are primary funders of education and children's services, directly funding some programs and matching funding from federal or other sources for other programs. Spending on programs for children varies widely. This report brings together data from various sources that, taken together, show spending on children's programs by individual states. It also details spending by each state, enabling state-to-state comparisons. The body of the report presents a profile of each of the 50 states. Each profile contains data on 43 indicators relevant to state spending on children's services. These indicators are broadly indicative of: (1) the state's need for spending on these programs; (2) the state's ability to pay for them; and (3) the actual level of resources dedicated to children's programs specifically, and to all state and local government services more generally. To aid state-to-state comparisons, indicators are shown in terms of actual value and indexed to a national average. Each state profile begins with: (1) summary statistics on population and school enrollment; (2)

for the worker's mind, body, and spirit. An administrator has responsibility for making child caregivers feel valued, respected, and understood. The workplace should be an environment which fosters professionally and personally supportive relationships. There is great value in training child caregivers to be reflective practitioners--individuals who ask questions about and reflect on their own behavior and motivations in a commitment to continuous improvement. Similarly, an administrator should reflect on how his or her attitudes, physical posture, facial expressions, and tone affect employees. Administrators should establish clear priorities for their work goals and for the goals of the childcare center. Childcare, at its best, stems from a workplace environment which has a strong sense of community. (JW)

ED 394 693 PS 024 128

The Continuing Child Protection Emergency: A Challenge to the Nation. Third Report.
PUB DATE- Apr 93
NOTE- 247p.; For related documents, see ED 322 432 and ED 392 557.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; *Child Abuse; Child Caregivers; *Child Neglect; *Child Welfare; Federal Legislation; Foster Care; *Government Role; Homicide; Neighborhoods; Policy Formation; Prevention; *Public Policy; Sexual Abuse; Social Problems; *Urban Problems
IDENTIFIERS- Child Abuse Fatalities; Child Abuse Prevention and Treatment Act; *Child Protection; Child Protective Services; Child Safety; United Nations Convention on Rights of the Child

Three years after the release of its original report (1990), the U.S. Advisory Board on Child Abuse and Neglect reports that the child protection emergency has clearly deepened in all parts of the nation. Reports of child abuse and neglect have continued to climb; an inordinate number of children continue to die at the hands of caretakers; and adequate and affordable treatment for child abuse victims and their families remains exceedingly difficult to find. The collapse of the nation's child protection system has also continued. This updated report explores the continuing child welfare crisis and calls upon national leaders to respond in a meaningful way to the critical recommendations set forth during the previous 3 years. Those recommendations include enacting an explicit national child protection policy that is comprehensive, child-centered, family-focused, neighborhood-based, and which emphasizes treatment and prevention of abuse and neglect. This report consists of three sections. Section 1 provides an introduction to the volume which documents the continuing national child protection emergency, discusses the federal role in child protection, and provides an overview of the report. Section 2 describes the activities of the Board during 1991-1992, including a discussion of its response to major public policy issues, its stand on the United Nations' Convention on the Rights of the Child, and the development of a new national child protection strategy. Also included are a discussion of child maltreatment-related fatalities and a reassessment of Board positions on a variety of topics. Section 3 provides copies of document related to Board activities in the following areas: the response of the Board to major public policy issues;

parents' knowledge of: (1) the factors leading to high self esteem and cooperative behavior; (2) the role of play in facilitating enjoyable interactions; and (3) the enhancement of children's social development. The second objective of the practicum was changing the attitudes of parents/caregivers by: (1) making them feel more competent at fostering high self esteem and positive behavior in children; (2) helping them become effective play partners; and (3) increasing their knowledge of the foundations of prosocial behavior. A ten-week program was developed and put into action in a rural community. A combination of information sharing strategies were implemented with fifteen women participants. The results showed an increased rating in almost every category, and anecdotal accounts from many of the participants about how they put their increased knowledge and changed attitudes into action. The appendices include a sample of the survey for professionals form, the pre-post test survey for participants, the participant evaluation of project, and the feedback form for participants. (Contains 29 references.) (AA)

ED 394 712 PS 024 164

Takas, Marianne
Grandparents Raising Grandchildren: A Guide to Finding Help and Hope.
PUB DATE- 95
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Books (010)
DESCRIPTORS- Adoption; Child Custody; *Child Rearing; Child Support; *Child Welfare; Coping; *Government Role; *Grandparents; Legal Responsibility; *Social Support Groups; Stress Management
IDENTIFIERS- *Grandparent Grandchild Relationship; Grandparent Responsibility; *Grandparents as Parents

Intended as a practical guide for grandparents raising their grandchildren, this book contains information and ideas about meeting grandchildren's needs and vignettes describing the coping strategies of many grandparents. The book consists of five chapters. Chapter 1, "Finding Help, Growing in Hope," describes reasons for grandparents raising their grandchildren, discusses normal feelings of anger, sadness, and stress, and provides information about the Grandparent Information Center operated by the American Association of Retired Persons. Chapter 2, "If Your Grandchild Was Abused, Neglected, or Abandoned," discusses the role of child welfare agencies in a question-answer format. Chapter 3, "Getting Help with Expenses," looks at government programs which may help to provide support for grandchildren, including Aid to Families with Dependent Children (AFDC), Medicaid, food stamps, the Earned Income Tax Credit (EIC), Supplemental Security Income (SSI), and special needs adoption subsidies. Chapter 4, "Getting Help from the Legal System," explains the legal process and what it can and cannot do for grandparents raising their grandchildren, including custody and child support issues. Chapter 5, "Meeting Your Grandchild's Needs," describes benefits and services to which grandchildren may be entitled, discusses common problems, and suggests how other grandparents have coped. (DR) report describes the project, the instrument devised to measure the project's effectiveness, and some preliminary findings. The project is sponsored by the International Association for the Evaluation of Educational Achievement (IEA) and has interrelated phases: (1) Phase 1: a household survey exploring the use of early childhood services by families in 11 countries; (2) Phase 2: 15 countries are involved in observation and interviews to assess the quality of children's experiences in the various care/education settings identified in Phase 1; and (3) Phase 3: an age-7 follow-up study of the children observed in Phase 2, including an assessment of their developmental status and their progress since the end of their preprimary experience. The instruments used in these phases were developed through a multi-step, collaborative process. Preliminary findings include the following: (1) teachers and parents agreed in their assessments of the importance of various educational goals; (2) teachers in Belgium, China, Finland, Greece, Hong Kong, Indonesia, Italy, Slovenia, and the United States ranked as most important categories of social skills with peers, self-sufficiency skills, and language skills; (3) in most countries, at least 75 percent of early childhood teachers are certified; (4) low percentages of certified teachers are found in Hong Kong (36 percent in kindergartens, 22 percent in day care), Thailand (10 percent in child care centers), and China (37 percent in rural kindergartens). Three appendices include Phase 2 measures, categories used in the three observation systems, and national sampling information. (JW)

ED 394 732   PS 024 199

Cheng, Maisy; Yau, Maria
The New Expanded Opportunities Summer Program, 1995: Students' and Teachers' Perceptions.
PUB DATE- Jan 96
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; Intervention; Literacy; Literacy Education; Longitudinal Studies; Mathematics Skills; Reading; Reading Skills; Student Attitudes; *Summer Programs; *Summer Schools; *Supplementary Education; Surveys
IDENTIFIERS- Canada; Ontario; *Toronto Board of Education ON

In the summer of 1995, the Toronto Board of Education implemented its New Expanded Opportunities Summer Program in order to provide the best support possible, and the most effective use of students summer school time. This report outlines data from surveys disseminated to 415 students and 48 teachers during the final week of summer school. Survey results showed that summer school students, particularly those in grade 9, had positive attitudes about the program. Over three-quarters found the program helpful in improving literacy and numeracy skills. The majority also believed they would do better in reading, writing, and math the following year. Grade 9 students were more positive about the program than grade 8 students. Teachers surveyed named several features of the program that were positive, including administrative and staff support and, in some cases, small class size, while difficulties perceived included larger class sizes, the program's short timeframe, problems with student assessment profiles, the registration process, and lack of materials and resources. Despite problems, assaulting a school employee, or attempting to sell illegal drugs. Although there is little evidence that suspension and expulsion are effective in changing student behavior, their use has increased in schools across the nation. A telephone survey investigated the attitudes and perceptions of 141 regular and special education teachers, principals, and special education coordinators in West Virginia regarding the use of suspension as a disciplinary measure. Survey questions addressed typical behaviors leading to suspension, communication, understanding and following regulations, variations among school districts, alternative resources, educators' sense of fairness, effectiveness of discipline codes, and the possible relationship between student suspension and school dropout. Findings reveal that the reasons for use of out-of-school suspension often were not related to student violence, and that practitioners did not believe that suspension is either effective or equitably administered. School personnel often felt that their attempts to address individual student needs were stymied by policy mandates. Of particular concern were the frequency with which students with disabilities were suspended and an apparent hesitancy to utilize and modify the Individual Education Planning process to monitor misbehavior. Alternative learning centers were by far the most frequently mentioned need of school systems. (Contains 16 references.) (LP)

ED 394 750 RC 020 549

Stafford, J. Lindsey
Putting Magic into Learning Language Arts.
PUB DATE- Mar 96
NOTE- 9p.; In: Rural Goals 2000: Building Programs That Work; see RC 020 545.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Language Arts; *Learning Activities; Lesson Plans; Mainstreaming; Reading Instruction; *Regular and Special Education Relationship; *Special Needs Students; Speech Language Pathology; *Speech Therapy; Whole Language Approach; Writing Instruction

This paper describes a strategy for teaching elementary students language arts that involves the collaboration of the regular education teacher and a speech therapist. The classroom teacher and speech therapist work together in providing lessons related to whole language, reading, parts of speech, semantics, and written expression. This allows speech and language services to be provided to special needs children in the regular classroom and benefits all students. Five lesson plans are presented that include grade level, objectives, and guidelines for implementing the lesson. Objectives include assisting children in developing an appreciation for the written word, as well as developing better reading comprehension through the use of children's literature; realizing the relationship between letters and sounds and learning to correctly articulate sounds; recognizing the different meanings of words and expanding students' vocabulary; recognizing prepositions and seeing how they can be used more effectively in both spoken and written language; and encouraging student expression through poetry. (LP)

ED 394 751 RC 020 550

Retardation; *Quality of Life; *Rural Schools; Special Education; Young Adults
IDENTIFIERS- West Virginia

Two years after graduation, a mail survey investigated the quality of life of rural high school graduates who had been placed in special education programs for mild mental retardation or a learning disability. The Quality of Life Questionnaire was completed by 12 such individuals and by 40 graduates who were not mentally retarded or learning disabled and who had received services only in regular education programs. Quality-of-life scores were significantly lower for students who had been in special education programs than for students from general education programs. The major differences between the two groups appeared to be in the areas of general well-being, occupational activity, and leisure and recreational activity. The areas of interpersonal relations and organizational activity showed no significant differences. The graduates of special education placements scored higher than the graduates of regular education placements in the area of altruistic behavior. A second questionnaire determined that within the special education group, those who had received services for a learning disability had significantly higher quality-of-life scores than those who had received services for a mental impairment. (Author/TD)

ED 394 766 RC 020 565

Silva, Charlie; And Others
Impact of a Rural Special Education Field-Based Program on the Kayenta School System and Community.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Mar 96
NOTE- 6p.; In: Rural Goals 2000: Building Programs That Work; see RC 020 545.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Education; College School Cooperation; Higher Education; Internship Programs; *Navajo (Nation); Preservice Teacher Education; Program Attitudes; Program Evaluation; Reservation American Indians; *Rural Areas; *Special Education Teachers; *Teacher Education Programs
IDENTIFIERS- *Kayenta Unified School District AZ; Native Americans

In partnership with the Kayenta Unified School District (KUSD) on the Navajo Reservation in northeastern Arizona, Northern Arizona University developed the Rural Special Education Project (RSEP) as a field-based training program for special education teachers. In the past 3 years, 22 Anglo American and 26 Navajo students have graduated from RSEP. In an assessment of the impact of RSEP, 20 individuals, including KUSD teachers and administrators, Kayenta community members, and former RSEP participants were interviewed. An overwhelming majority indicated that the program had a positive impact on the school and the community. Positive effects included continuing education for Navajo teacher aides, strong teacher candidates for employment, and increased classroom help for students. Perceived program strengths included practical classroom experience and public speaking experience, while perceived weaknesses involved program demands and frequent travel. Major concerns about the RSEP program were related to funding needs and student recruitment. With regard to the impact of RSEP on children, most respondents agreed that increased student

Student Support Services; Transfer Shock

College students who transfer from a two-year or community college to a four-year institution must make many adjustments to the new institution and frequently suffer "transfer shock," evidenced by a (usually temporary) drop in grade point average. A student who is unprepared for transfer shock may become discouraged and drop out before obtaining a degree. At Montana State University (MSU)-Billings, many students transfer in from remote rural two-year colleges and must face strenuous commutes and adjustment to a larger, more structured institution; cultural differences; and juggling of family and work responsibilities. To address these issues, the College of Education and Human Services at MSU-Billings created transfer guides for students at several regional colleges. The guides contain information about how courses will transfer; answer questions about academics, child care, and housing; and inform students about transfer shock and the cultural and academic supports available to them. To assess the effectiveness of the guides, transcripts were examined for 103 students majoring in elementary education who had transferred to MSU-Billings from two-year colleges during 1990-95. Students had transferred from Northwest Community College (Wyoming), where transfer guides were in use, or from other regional, non-tribal, two-year colleges not using transfer guides. The two groups did not differ significantly in severity of transfer shock or recovery of grade point average, but Northwest Community College transfer students were more likely than other transfer students to persist to graduation. Contains 14 references. (SV)

ED 394 783 RC 020 582

Fishkin, Anne S.; Kampsnider, John J.
WISC-III Subtest Scatter Patterns for Rural Superior and High-Ability Children.
PUB DATE- Mar 96
NOTE- 10p.; In: Rural Goals 2000: Building Programs That Work; see RC 020 545.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability Identification; *Children; Elementary Education; Elementary School Students; *Gifted; *Intelligence Tests; *Testing Problems; Test Validity; Timed Tests
IDENTIFIERS- *Wechsler Intelligence Scale for Children III

Since the Wechsler Intelligence Scale for Children-Third Edition (WISC-III) was published in 1991, it has been reported that fewer students are qualifying for gifted programs that use the WISC-III as a criterion measure. WISC-III differs from the WISC-Revised (WISC-R) in having a greater emphasis on speed of response, which could "penalize" reflective gifted children. The WISC-III was administered to 141 rural West Virginia children aged 6-12.5 who had full-scale IQ scores above 114. The children were categorized according to level of IQ as bright (115-123), superior (124-131), or gifted (132-148). Multivariate analysis of covariance (MANCOVA) was used to compare the groups on subtest scores, verbal and performance IQ scores, and two of the four WISC-III factorial indices--verbal comprehension index (VCI) and perceptual organization index (POI). When adjusted for full-scale IQ as the covariate, analyses showed significant differences between the IQ groups for four subtests, for VCI and POI, and for untimed and speed-bonus groups of subtests. The bright group showed comparatively lower scores on subtests yielding bonus points for quick

IDENTIFIERS- Alternative Assessment; *Authentic Assessment

This book is designed to help teachers use journals to integrate authentic assessment with the instruction of mathematics. It provides a structure to encourage students to write regularly in mathematics. The book is designed to help teachers develop their own assessment questions and activities for additional mathematical explorations. For each grade level (kindergarten through grade 5), the book includes questions for reflection and two mathematical explorations that culminate in journal writing. Concepts explored include plane figures, money, measurement, geometric solids, multiplication, and fractions. (MKR)

ED 394 807 SE 058 187

Gleason, Donna; Watten, Cynthia
From Snowflakes to Icebergs: Science Makes Sense Integrating across the Curriculum.
PUB DATE- 94
NOTE- 126p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Earth Science; Elementary Education; *Integrated Activities; *Language Arts; *Mathematics Instruction; *Science Instruction; *Scientific Methodology; *Water; Worksheets
IDENTIFIERS- Ice; Snow

A thematic approach provides the best opportunity for children to discover the linkage among science, mathematics, and language arts. This document examines the different physical properties of water in the forms of frost, snowflakes, snow, and ice. The seven integrated investigations explore freezing, melting, insulation, how snow affects the environment, and the expansion of water when it freezes into ice. Using the scientific method, children are given opportunities to hypothesize, investigate, and discover principles about water by recording their predictions and findings in individual science journals. Also included are reproducible student worksheets and poetry on the subjects. Contains 52 references. (MKR)

ED 394 808 SE 058 188

Gleason, Donna; Watten, Cynthia
Catch a Raindrop! Science Makes Sense Integrating across the Curriculum.
PUB DATE- 93
NOTE- 126p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Earth Science; Elementary Education; Integrated Activities; *Language Arts; *Mathematics Instruction; *Science Instruction; *Scientific Methodology; *Water Resources
IDENTIFIERS- *Rain; Rainbows

A thematic approach provides the best opportunity for children to discover the linkage among science, mathematics, and language arts. This document explores the water cycle. Investigations are divided into six key areas: (1) comparing the size of raindrops; (2) learning to measure rain; (3) making rainbows; (4) exploring the principles of evaporation; (5) making water vapor; and (6) learning what causes thunder and lightning. After children experience the six investigations, they create

Learning and the Chicago Public Schools outcomes for a seamless kindergarten, first, and second grade cluster. This manual contains six teaching units that include several experience-based activities using a constructivist teaching model and incorporating local resources. In these units, students approach each activity using skills gained from their own life experiences. Scientific principles and concepts are introduced following active exploration with hands-on models and investigations. Lessons are linked to information available in the local area and teachers are encouraged to utilize resources in their neighborhood communities whenever possible. The units include: (1) "Eco Eco..."; (2) "The Four Seasons of the Year"; (3) "Getting a Grip on our Garbage"; (4) "Animals, Animals Everywhere: Land, Sea, and Air"; (5) "Our Wonderful Raintree Forests"; and (6) "Developing an Appreciation for Trees." (JRH)

ED 394 830 SE 058 301

Bentley, Michael L.; And Others
Community Resource Curriculum Development: Grades 3-4.
SPONS. AGENCY- Eisenhower Program for Mathematics and Science Education (ED), Washington, DC.
PUB DATE- 94
NOTE- 182p.; For other curriculum development documents for grades K-2 and 5-6, see SE 058 300 and 302.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Animals; *Biology; Conservation (Environment); *Ecology; Elementary Education; Entomology; Hands on Science; *Interdisciplinary Approach; Inventions; *Multicultural Education; *Plants (Botany); Science Activities; Scientific Concepts; Zoos

This manual was developed by the Community Resource Curriculum Development Project (CRCDP), a cooperative project to develop multi-disciplinary, multi-ethnic, multi-cultural science/social sciences teaching units based upon the Illinois State Goals for Learning. This manual contains seven teaching units that include several experience-based activities using a constructivist teaching model and incorporating local resources. In these units, students approach each activity using skills gained from their own life experiences. Scientific principles and concepts are introduced following active exploration with hands-on models and investigations. Lessons are linked to information available in the local area and teachers are encouraged to utilize resources in their neighborhood communities whenever possible. The units include: (1) "Corn, Canoes, and Ecology: Gifts from the Native Americans"; (2) "Necessity is the Mother of Invention"; (3) "Arthropods and Spiders"; (4) "Plants for Life"; (5) "Zippity Zoo Dah"; (6) "The Green Streets of Chicago"; and (7) "I'm Just Like the City of Chicago." (JRH)

ED 394 831 SE 058 302

Bentley, Michael L.; And Others
Community Resource Curriculum Development: Grades 5-6.
SPONS. AGENCY- Eisenhower Program for Mathematics and Science Education (ED), Washington, DC.
PUB DATE- 94
NOTE- 188p.; For other curriculum development documents, grades K-2 and 3-4, see SE 058 300-301.
LANGUAGE- English

that little is known about what actually happens in classes. In general, the following factors underlying success in curriculum innovation were found to hold across academic subjects: strongly held and detailed views on the teaching of the subject, an emphasis on developmental research or formative inquiries, the creation of support for the innovation in the relevant educational communities, the legitimization of the innovation through new examination structures, the positioning of key-persons in key-positions in educational institutions, detailed and tested curriculum materials as examples for innovations, the involvement of educational publishers, the existence of centers for curriculum research and development, the stimulating role of charismatic persons or centers, and constant attention to networking among teachers and curriculum developers. Contains 19 references. (JRH)

ED 394 852 SE 058 417

Boshuizen, Henny P. A.
The Shock of Practice: Effects on Clinical Reasoning.
PUB DATE- Apr 96
NOTE- 17p.; Paper presented at the Annual American Educational Research Association (New York, NY, April 8-14, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Concept Formation; Foreign Countries; Higher Education; *Scientific Concepts
IDENTIFIERS- Netherlands

One of the processes supposed to take place during development toward medical expertise is knowledge encapsulation. In this process detailed biomedical concepts are gradually clustered together and reorganized under fewer, clinically relevant terms. A large-scale investigation was made of the process of biomedical knowledge application using subjects of expertise level not too far apart to enable a more detailed analysis of the developmental path. Data indicate that the process of encapsulation is not as smooth as hypothesized. In the first year of the 2-year clerkship period a sharp decrease in the application of biomedical knowledge was observed. Two hypotheses to explain this phenomenon were explored but neither of them could explain the results. However, the finding that the first clerkship year results in a dip in clinical reasoning is a consistent finding and some educational and practical differences that may contribute to this finding are discussed. Three tables and five figures of data are included. (Author/JRH)

ED 394 853 SE 058 429

Davis, Elizabeth A.
Metacognitive Scaffolding To Foster Scientific Explanations.
PUB DATE- 10 Apr 96
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-14, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Strategies; Intermediate Grades; Junior High Schools; *Metacognition; Middle Schools; Science Activities; *Science Projects; Scientific Concepts; Teaching Methods

McAndrew); (7) "A Young Person's Perspective" (Jennifer Melting Tallow); (8) "Actors Against Racism (AAR) Forever Together" (Arthur Miki); (9) "Educational Equity for Racial Minorities and the School. The Role of Community Action" (Alok Mukherjee); (10) "Racism in the Name of Education" (Bev Sellars); (11) "Thinking in the Rain" (Beryl Tsang); and (12) "Education: The Black Experience in Nova Scotia" (Robert Upshaw). (EH)

ED 394 874   SO 025 940

Breck, Judy, Ed.
The New York City Mentor Handbook. Tenth Anniversary Edition.
PUB DATE- 91
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Citizen Participation; Citizenship Education; *Civics; *Law Related Education; *Lawyers; *Mentors; Secondary Education; Social Studies

This handbook presents a description of the New York City Mentor program. It is designed to provide guidelines for the participating schools and law firms as well as an explanation of the program for potential participants. The program pairs law firms, solo practitioners, and corporate legal departments with public high schools. Lawyers visit classes, assist in court trips, and have students visit their law firm, enabling students to see first-hand the inner-workings of a firm. Lawyers serve as role models and expose students to all law-related professions. The handbook provides a summary of the basic four-event Mentor program as well as of the activities and achievements of the lawyers, students, teachers, judges, and school officials involved the New York City and other Mentor programs around the country. (LH)

ED 394 875   SO 026 050

Discover New Windsor Cantonment, The Last Encampment of Washington's Army. An Activities Learning Packet.
PUB DATE- 87
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Colonial History (United States); Elementary Secondary Education; Instructional Materials; Local History; Preservation; Presidents of the United States; *Revolutionary War (United States); Social Studies; *United States History; War
IDENTIFIERS- *New Windsor Cantonment NY; Washington (George)

The activities in this learning packet are designed to provide background information on the significance of New Windsor Cantonment to local, state, and U.S. history. The New Windsor Cantonment was the final winter encampment of the Continental Army during the Revolutionary War and the site where the cessation of hostilities was announced in April 1783. The document contains the following information sheets, with corresponding activities: (1) "What was New Windsor Cantonment?"; (2) "What if you were a soldier?"; (3) "Where would you live at the Cantonment?"; (4) "What would you wear?"; (5) "What would you eat at the Cantonment?"; (6) "What kinds of among these men of diverse lifestyles and political perspectives. Yet there was substantial disagreement on the nature of professional/managerial merit, how it should be measured, and the salience of merit to the equitable distribution of career opportunities. Of primary concern was the issue of collective utility or the consequences for health care, jurisprudence, economic growth, and the general welfare if those of insufficient capacity were to achieve critical positions in the professions or the business community. Principal issues included whether Blacks and Latinos already enjoy a fair chance to achieve their potentials and how far collective accountability should extend to ensure that they do. Actual responses are included. (Contains 16 references.) (NAV)

ED 394 434 HE 029 128

Lafer, Mark
Direct, Need-based, Student Financial Grant Aid Policy on Enrollment Trends at Institutions of Higher Education: the Prospect for Determining the Effect of State Policy.
PUB DATE- 9 Apr 96
NOTE- 77p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Finance; *Federal Aid; Federal State Relationship; *Financial Aid Applicants; Financial Needs; Financial Support; Higher Education; *Need Analysis (Student Financial Aid); *Paying for College; Policy Formation; *State Aid; State Programs; *Student Financial Aid; Student Loan Programs

This study examines what is known about the changing impact of both federal and states' direct, need-based, student financial grant aid policies. The author then develops recommendations for further research to evaluate the effectiveness of specific state policies to compensate for a reduced Federal role in support of higher education access, especially for students in or near poverty. Critical terms used in grant aid decisions are defined, and a literature review of the subject is presented, including college choice factors and enrollment patterns, that reveals that very little assessment of the impact of these policy changes has been done. (Contains approximately 60 references.) (Author/NAV)

ED 394 435 HE 029 129

Gottlieb, Esther E.; Yakir, Ruth
Governance in Higher Education: A Cross-National Analysis.
PUB DATE- Apr 96
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-13, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Administrative Organization; *Cross Cultural Studies; *Faculty College Relationship; *Faculty Workload; Higher Education; Institutional Administration; Institutional Environment; *Organizational Climate; Organizational Effectiveness; Professional Development; *Staff Utilization;

United Kingdom, July, 1992).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- *Career Development; Career Planning; College Curriculum; Comparative Education; *Curriculum Development; *Education Work Relationship; Employment; Foreign Countries; Government School Relationship; *Higher Education; *Labor Market; *Labor Needs; Public Policy; Science Careers
IDENTIFIERS- Finland; France; Germany; Italy; United Kingdom

The relationship between higher education and the world of work is examined in terms of the changing structures of higher education institutions and the effect of the relationship on curricula. An international perspective is provided on the changing nature of employment and the labor market; the increasing diversification of higher education institutions, curricula and clients; and the policy frameworks and strategies through which governments may seek to steer these relationships. Eleven papers are included in this volume: (1) "Higher Education and Work: A Conceptual Framework" (John Brennan et al.); (2) "Responsiveness of Higher Education to Labour Market Demands: Curriculum Change in the Humanities" (Egbert de Weert); (3) "Employment and Work of British and German Graduates" (John Brennan et al.); (4) "Academic Cultures and their Role in the Implementation of Government Policy" (Craig McInnis); (5) "Higher Education and the Labour Market in Italy: Continuities and Changes" (Roberto Moscati and Enrico Pugliese); (6) "Managing Curriculum Development: A Case Study of Enterprise in Higher Education" (Sandra Jones); (7) "How Does a Changing Labour Market Affect the Transition from Higher Education to Work?" (Clara Aase Arnesen et al.); (8) "From Students to Intellectuals and Professionals: Subsequent Career Patterns of a Finnish Student Generation of the 1960s" (Yrjo-Paavo Hayrynen and Liisa Hayrynen); (9) "The Potentialities of Contract Education: A Study Based on Work in Progress in Thirteen European Universities" (Tony Becher); (10) "An Attempt to Forecast the Labour Market for Scientists in France" (Jean-Paul Beltramo et al); and (11) "The Institutional Aspects" (Maurice Kogan). (Individual papers contain references.) (JPB)

ED 394 455 HE 029 151

Piper, David Warren
Are Professors Professionals? The Organisation of University Examinations. Higher Education Policy Series 25.
PUB DATE- 94
NOTE- 255p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- *Examiners; *Experimenter Characteristics; Foreign Countries; Higher Education; Interrater Reliability; Professional Development; *Professional Education; Professional Recognition; *Professional Training; *Testing
IDENTIFIERS- *External Examiners (Higher Education); Great Britain

This book offers a descriptive account of the world of the British external examiner: who they are, what they do, how they are appointed, and what problems they face. Findings are based on a questionnaire survey of and personal interviews with examiners. The external examiner is independent of the university awarding the degree and quite uninvolved with any of the candidates as he or she has never taught them. Examiners emphasis on scholastic preparation without equal attention to a strong sense of academic identity ignores a significant factor in the student's preparation for college. This study's participant observations suggest the establishment of a community of respect that facilitates respect for self and others, supports the expression of individual opinions, and, through that process, results in the construction of identities. Actual student participant comments are included. (Contains 33 references.) (NAV)

ED 394 472 HE 029 168

Colleges of Agriculture at the Land Grant Universities. A Profile.
SPONS. AGENCY- Department of Agriculture, Washington, D.C.; Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 95
NOTE- 174p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agricultural Colleges; Economic Factors; *Educational Change; Extension Education; Farm Occupations; Higher Education; Institutional Mission; *Land Grant Universities; *Needs Assessment; *Public Policy; *Resource Allocation

The colleges of agriculture are confronting significant challenges to their future due to the changing role of farming in the United States and the corresponding changes in the interests of U.S. citizens in agriculture, i.e., the food, fiber, and natural resource complex. This publication is the first of two volumes by the Committee on the Future of the Colleges of Agriculture in the Land Grant University System, convened by the National Research Council's Board on Agriculture. The committee's charge is to assess the adaptation of the land grant colleges to the public's changing needs and priorities and to recommend public policy and institutional change that can enhance the colleges' role in serving the national interest. Chapter 1 is a review of the history of the land grant system. Chapter 2 explores the colleges' operating environment. Teaching, research, and extension are explored in chapters 3, 4, and 5, respectively. Chapter 6 explores the system's components from the perspective of the federal-state-private sector partnerships that jointly support the system's function. Chapter 7 provides a closer look at individual colleges and their similarities and differences within the system as a whole. Conclusions and recommendations will follow. Detailed data tables are appended. (Contains 37 references.) (CK)

ED 394 473 HE 029 169

Choy, Susan P.; Premo, Mark D.
How Low Income Undergraduates Financed Postsecondary Education: 1992-93. Postsecondary Education Descriptive Analysis Reports. Statistical Analysis Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- May 96
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)

NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Networks; *Educational Development; *Educational Planning; *Educational Technology; Elementary Secondary Education; *Futures (of Society); Library Automation; Long Range Planning; School Districts
IDENTIFIERS- *Technology Plans; Unadillo Central School District NY

The Oswego City School District is committed to creating--through the implementation of its technology plan--an environment that supports effective teaching and learning and prepares all students to succeed in a technologically sophisticated world. This report summarizes the efforts to build a community-wide consensus for a meaningful technology plan. Objectives set and accomplishments made during the first year and the remaining years of the five-year technology plan are identified. Also discussed in the report are: the evolution of the plan; the nature of the Fiber Distributed Data Interface (FDDI) infrastructure that will support the educational program; classroom, computer lab, and building-wide computer resources; and library automation. In addition, long-term considerations, including the development of a long-term plan for network and systems support, video applications, and staff development are described. A glossary of terms is provided. Contains an article, "Teaching Tommorrow Today: Oswego City Schools Lead the Information Age..." by Dr. Kenneth W. Eastwood and two charts detailing the Oswego City School District Data/Video Network Design and the Network Design. (AEF)

ED 394 494 IR 017 794

CNN Newsroom Classroom Guides, April 1-30, 1996.
PUB DATE- Apr 96
NOTE- 96p.; Videos of the broadcasts may be ordered from Turner Multimedia, 1 CNN Center, P.O. Box 105780, Atlanta, GA 30348-5780 (specify date; videos, $10.95 per episode).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cable Television; *Class Activities; *Current Events; Discussion (Teaching Technique); *Educational Television; Elementary Secondary Education; *News Media; *Programming (Broadcast); *Social Studies
IDENTIFIERS- Cable News Network; *CNN Newsroom

These classroom guides, designed to accompany the daily Cable News Network Newsroom broadcasts for the month of April, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Topics covered include: the Montana standoff between federal authorities and the Freemen; debunking myths about homelessness; police brutality caught on videotape; the plane crash involving Commerce Secretary Ron Brown; and the apprehension of a suspect in the Unabomber case (April 1-5); party control of Congressional seats; community resources contributing to art education; civil war in Liberia; and a plane crash involving a seven-year-old pilot (April 8-12); guerilla war between Israel and the Hezbollah; political "third parties"; controversy over the American Red Cross blood supply;

(Author/BEW)

ED 394 512 IR 017 813

Yi, Julie C.
Selective Set Effects Produced by Television Adjunct in Learning from Text.
PUB DATE- Apr 96
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Context Effect; *Multimedia Materials; Reader Text Relationship; *Reading Comprehension; *Recall (Psychology); Television
IDENTIFIERS- *Impact Evaluation; Text Learning; Video Viewing; *Visual Cues

This study used television segments to investigate the impact of multimedia in establishing context for text learning. Adult participants (n=128) were shown a video either before or after reading a story. The video shown before reading was intended to create a "set" for either a burglar or buyer perspective contained in the story. The video shown after reading was included to separate context effect due to acquisition from recall. The number of target items recalled with and without the "set" was compared for each perspective. The results indicated an interaction between set and recall level, so that the context effect was found in the video-to-text condition for the low-recall subgroup. The high-recall subgroup were also affected by video set but were also found to recall greater number of both with Set and with No-Set target items. These results were interpreted within the framework of context or set effect, where the video subtly cued the reader to selectively read and comprehend written material. The study proposes a theoretical rationale for, and demonstrates an efficient means of, using multimedia to focus learners' attention to specific elements contained in a general text. (Contains 34 references and 4 tables.) (Author/BEW)

ED 394 513 IR 017 814

Bitter, Gary G.; Pryor, Brandt W.
Toward Guidelines for the Research & Development of Interactive Multimedia: The Arizona State University TMMUIV Project.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- Apr 96
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Graphics; Courseware; Electronic Text; Evaluation Research; Instructional Effectiveness; *Interactive Video; *Mathematics Instruction; *Multimedia Instruction; *Pilot Projects; Teacher Education; *Teacher Effectiveness; Videodisks
IDENTIFIERS- Video Technology

This paper chronicles the Teaching Mathematics Using Interactive Videodisk (TMMUIV) pilot project. The project emerged in

Curriculum: Teaching Concepts for the Virtual Library Environment" (Hilda K. Weisburg & Ruth Toor); (8) "The Process of Learning from Information" (Carol Collier Kuhlthau); (9) "Access to Telecommunications through CORE/Internet at the Pleasant Valley High School: A Letter to Readers" (Peter Milbury); (10) "Library Media Specialists Move Center Stage: An Example of Implementation of Information Technologies" (Carol Kroll); (11) "Networking Schools in Wisconsin" (Neah J. Lohr); (12) "School Library Media Specialist as Knowledge Navigator" (Kathleen Burnett & Mary Jane McNally); (13) "Distance Education for Teacher-Librarianship: Learning from Programs in Australia" (Dianne Oberg); (14) "Uses of Telecommunication in K-12 Education: An Institute in Print" (Kathleen Garland). (AEF)

ED 394 530 IR 055 897

Evatt, Jay
Television Research: A Guide to Resources in the University of Georgia Libraries.
PUB DATE- 94
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Academic Libraries; *Annotated Bibliographies; Higher Education; *Information Sources; *Library Materials; Reference Materials; *Television Research
IDENTIFIERS- *University of Georgia

This annotated bibliography is a guide to selected resources available for television research at the University of Georgia Libraries. It centers on publications found in the Reference Department of the Main Library but also cites a number of important sources located elsewhere in the building or on the university campus. A description is provided in the introduction of the Libraries' two Main Reference computer networks which provide indexing for books, articles in periodicals, and other research materials. Sources are divided in this guide under the following headings: (1) guides to television research; (2) bibliographies; (3) indices, abstracts, and yearbooks; (4) television ratings and statistics; (5) special collections; (6) national and international research collections; (7) public relations, advertising, and consumer behavior; (8) media law and federal regulation; (9) directories and almanacs; (10) television programming; (11) encyclopedias and handbooks; (12) dictionaries; (13) biographical resources, actors' credits, and awards; (14) guides to scriptwriting, pronunciation, and journalistic style; (15) programs of study in television and allied fields; (16) guides to careers and funding resources; (17) doctoral dissertations and Master's theses in television; (18) periodicals and periodicals directories; and (19) television and the arts. (AEF)

ED 394 531 JC 960 001

Hatton, Michael J., Ed.
Training in Industrial Technology: A Collection of Essays.
SPONS. AGENCY- Canadian International Development Agency, Ottawa (Ontario).
PUB DATE- 95
NOTE- 77p.; For a related discussion of exemplary training models, see ED 383 358.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.

which students "work" in such departments as reception, purchasing, and customer service. Positive aspects of this effort have been that teachers and students have been exposed to new technologies, partnerships have arisen with industry, and lifelong learning at the college has been enhanced. Negative elements have included teachers' resistance to change, the absence of a corporate culture, and high costs. (BCY)

ED 394 548 JC 960 283

Oberst, Gayle
Building Citizen Leaders.
PUB DATE- Feb 96
NOTE- 8p.; In: The Olympics of Leadership: Overcoming Obstacles, Balancing Skills, Taking Risks. Proceedings of the Annual International Conference of the National Community College Chair Academy (5th, Phoenix, AZ, February 14-17, 1996); see JC 960 276.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizen Role; *Citizenship Responsibility; College Role; Community Action; Community Colleges; *Leadership Qualities; *Leadership Training; *Public Service; *School Community Relationship; Social Responsibility; Two Year Colleges
IDENTIFIERS- Gulf Coast Community College FL

Recent recommendations related to the future of community colleges have advocated a strong role in providing civic literacy education for adults, specifically arguing that the colleges should provide civic education programs that focus on government, public policy, and contemporary issues. To this end, Gulf Coast Community College, in Florida, has developed the Citizen Leadership Training Program (CLTP). The CLTP is built upon the philosophical premise that citizen leaders exist in all communities and that by engaging citizens in a comprehensive curriculum, a community college can assist individuals in recognizing and accepting responsibility for active participation at community, state, and national levels. CLTP's content areas focus on the following roles of the citizen leader: as a cornerstone of democracy, as a communicator, as a collaborator, and as a catalyst for change. The program assists students through six developmental stages, including awareness of one's role as a leader, transformation of the individual into a leader, committing to a citizen leadership philosophy, taking action, renewing one's leadership role and skills, and facilitating the development of others. The program provides 30 hours of citizen leadership training and can be adapted to many different institutional settings. (MAB)

ED 394 549 JC 960 284

Conss, Lyvier; Tyler-Higgins, Nancy
Carry the Torch for Your Department into the Community.
PUB DATE- Feb 96
NOTE- 9p.; In: The Olympics of Leadership: Overcoming Obstacles, Balancing Skills, Taking Risks. Proceedings of the Annual International Conference of the National Community College Chair Academy (5th, Phoenix, AZ, February 14-17, 1996); see JC 960 276.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

and development for TCC's professional development program: the faculty professional development committee, the classified staff education and training committee, and the management council. In 1994, TCC established the Teaching/Learning Center to build a resource of materials; provide facilities for research and evaluation of instructional systems; coordinate on-campus faculty development activities; provide video-and teleconferencing, computer network access, and specialized computing resources; organize a system of recognition and rewards for faculty and staff; and support ongoing professional development activities and interest groups. The Teaching/Learning Forum, for example, was created to fulfill faculty need for discussion related to instructional issues and for sharing successful teaching and learning techniques. The Forum's success is evidenced by the fact that participation doubled between its first and second years. Because of the development program and the Teaching/Learning Center, faculty are participating in record numbers and are becoming more involved in campus issues and decision making. (MAB)

ED 394 566 JC 960 301

Ackerman, Ann
Faculty Performance Review and Evaluation: Principles, Guidelines, and Successes.
PUB DATE- Feb 96
NOTE- 7p.; In: The Olympics of Leadership: Overcoming Obstacles, Balancing Skills, Taking Risks. Proceedings of the Annual International Conference of the National Community College Chair Academy (5th, Phoenix, AZ, February 14-17, 1996); see JC 960 276.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Community Colleges; *Evaluation Criteria; *Evaluation Methods; *Faculty College Relationship; *Faculty Evaluation; *Job Performance; Management by Objectives; Personnel Management; Program Design; Teacher Evaluation; Two Year Colleges

A comprehensive faculty performance appraisal program is necessary for any college to maintain a high standard of excellence, effectiveness, and accountability. Faculty performance should be reviewed using established, fair, and consistent procedures that consider obligations, agreed-upon objectives, and performance standards. The purposes of the review are to assess individual job performance; encourage the highest quality of job performance; reward performance which meets or exceeds the established performance criteria; identify individual knowledge, skills, and needs for development; clarify future performance expectations, goals, and priorities of the faculty and the division chair or dean; and maintain effective communication between faculty and the chair or dean for improving methods and procedures used in performing the work. Evaluation is dependent upon shared responsibility and rigorous professional judgments. Moreover, only items that have been agreed to should be evaluated, focusing on quality rather than quantity. Faculty performance review is an on-going process that relies heavily on the mutual involvement of the faculty person and the dean. Prior to the evaluation period, the faculty member and dean should have discussed goals, expectations, activities, and areas of emphasis for the upcoming year. Performance issues should also be discussed

District, and mentor new division chairs. The first two projects undertaken by the Council were the creation of a job description for division chairs and the development of a district-wide approach for adjunct faculty development. The Council, now called the Associate Dean's Council, is currently in the process of becoming an official part of the District's governing process. Keys to the Council's success included involving all individuals who might be affected as early as possible, distributing accurate information during its formation to prevent false rumors, establishing specific priorities, selecting practical and reachable goals, and realizing that change takes time. A job description for division chairs showing required tasks related to leadership, curriculum revision and development, instruction, instructional services, human resources, and institutional representation is appended. (BCY)

ED 394 583 JC 960 318

McClure, Glennis; Ross, Richard
Moving from Seemless to Seamless Pathways for Students.
PUB DATE- Feb 96
NOTE- 8p.; In: The Olympics of Leadership: Overcoming Obstacles, Balancing Skills, Taking Risks. Proceedings of the Annual International Conference of the National Community College Chair Academy (5th, Phoenix, AZ, February 14-17, 1996); see JC 960 276.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Articulation (Education); Community Colleges; *Educational Improvement; Faculty Development; Institutional Cooperation; Models; Pilot Projects; *Program Implementation; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *Nebraska

In 1994, the Nebraska Articulation Planning Team (NAPT) was created to investigate opportunities for establishing horizontal and vertical articulation, curriculum integration, and staff development in the state to provide students with seamless pathways in their movement along the educational continuum. During the 1994-95 academic year, NAPT undertook an articulation pilot project to determine the extent to which articulation was taking place in the state, to identify barriers to articulation, and to develop a model for statewide articulation applicable to most curricular areas. The model that was developed is designed to assist institutions in evaluating courses and programs to determine appropriateness and relevancy of content, establishing vertical and horizontal articulation between all educational levels, and working towards acceptance of course competencies, instead of course titles, as the criteria for measuring student achievement. The model includes the following steps in undertaking articulation efforts: (1) secure the commitment of leaders of institutions involved; (2) create and articulation committee; (3) identify courses and programs to be articulated; (4) develop an intent to articulate agreement; (5) develop course fact sheets for articulation review; (6) develop an articulation agreement; and (7) evaluate the effectiveness of the agreement by gathering data on student success or failure in articulated programs. (BCY)

ED 394 584 JC 960 319

articulating the mission, establishing a planning mechanism, developing an evaluation system that determines if objectives were met, identifying critical areas of success, establishing priority standards upon which the college can judge effectiveness, determining mechanisms for documenting outcomes, and utilizing assessment results for decision making. To be effective, assessment programs should flow from the institution's mission; have a clear conceptual framework; include faculty ownership and responsibility; have institution-wide support; use multiple measures to determine student achievement; provide feedback to students and the institution; be cost-effective; not restrict or inhibit goals of access, equity, and diversity; lead to improvement; and include a process for evaluating the assessment program. Finally, the importance of faculty support for any assessment program cannot be overestimated and for assessment programs to prosper, institutions should create an environment in which risk-taking and experimentation are encouraged. Contains 12 references. (TGI)

ED 394 600 JC 960 335

Brennan, Exir; And Others
When a Whole College Changes: Overcoming Inertia, Motivating Veteran Faculty and Staff.
PUB DATE- Feb 96
NOTE- 8p.; In: The Olympics of Leadership: Overcoming Obstacles, Balancing Skills, Taking Risks. Proceedings of the Annual International Conference of the National Community College Chair Academy (5th, Phoenix, AZ, February 14-17, 1996); see JC 960 276.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Change; *Administrator Effectiveness; *Administrator Role; *Change Strategies; Community Colleges; Department Heads; *Leadership Qualities; Leadership Responsibility; School Restructuring; Teacher Administrator Relationship; Two Year Colleges

After over 20 years with the same senior administration, Floyd College, a two-year college connected to the University of Georgia, underwent a change of leadership. As a result, the college climate, as well as its organizational procedures, have radically changed. In the past, decisions on promotion and tenure started from top management. Now, faculty present their own portfolios to a committee of administrators who make the recommendation to the president. The college has also experienced major divisional restructuring and relocation, forcing division chairs to cope with challenging situations in leading departmental faculty and responding to higher management initiatives. Based on the chairs' experiences, suggestions for effective transitions include the following: (1) understand why people resist change; (2) prove effectiveness to faculty by winning a few victories early on; (3) pick the issues for which to fight carefully; (4) bring previous experience to bear in a tactful manner; (5) give younger faculty important assignments and committee work; (6) keep departmental faculty informed and involved in shared decision-making; (7) admit mistakes publicly; (8) encourage team-teaching across disciplines; (9) keep a sense of humor; (10) be generous with travel money and overtime when possible, but stringent when necessary; (11) be generous with praise for practice; the transition of infants from family care to center-based day care; a phenomenographic approach to research about children; and the High/Scope educational approach. Contains a list of delegates, their institute, mailing address, and country. (AA)

ED 394 618 PS 022 852

U.S. Virgin Islands Department of Education 1993 Annual Report.
PUB DATE- 93
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Education; *Annual Reports; *Boards of Education; Consolidated Schools; Construction Programs; Dropouts; *Educational Finance; Elementary Secondary Education; Enrollment; Parent Participation; Partnerships in Education; Public Education; *School Administration; Scores; Statistics; Technical Education; Vocational Education
IDENTIFIERS- Networking; *Virgin Islands; Virgin Islands (Saint Croix); Virgin Islands (Saint Thomas)

The Virgin Islands Department of Education represents one of the largest consolidated school districts in America, with 34 public schools serving 23,000 students. This annual report is designed to illustrate the many programs under the umbrella of the Virgin Islands Department of Education. The theme for 1993 is "The Year of Assessment," reflecting an awareness of the importance of standards and achievement measures. The Virgin Islands Department of Education operates under a comprehensive strategic plan which includes a holistic educational approach; collaboration between agencies and the public sector; partnerships and alliances with parents, teachers, and students; and networks with national organizations. The report uses photos, news clippings, and statistical tables and charts to present the information. Sections include (1) "Scope, Overview, Mission, Goals, and Objectives"; (2) "Achievements," including the seven goals of structure, learning outcomes, human resources, facility management, marketing and communications, networking and partnerships, and financial management; (3) "School Monitoring Survey"; (4) "Department Organizational Chart"; (5) "State Agency Profiles"; (6) "District Organizational Chart"; (7) "District Agency Profiles"; (8) "Exemplary/Innovative Programs"; and (9) "Statistical Data," including appropriations and grants, school enrollment, MAT6 scores, SAT scores, dropout statistics, adult enrollment, and vocational-technical enrollment. Also included is a listing and short description of projects undertaken and completed in 1993. (BGC)

ED 394 619 PS 023 003

Wroblewski, Roberta A.; Bassler, Elissa J.
The Work Group on Early Childhood Briefing Paper Six: Funding Streams.
PUB DATE- Oct 94
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agency Cooperation; At Risk Persons; Block Grants; Child Rearing; Community Planning; Coordination; Day Care;

NOTE- 210p.; Several pages contain small print. Committee on Ways and Means Serial 104-14. Committee on Economic and Educational Opportunities Serial 104-30.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Child Caregivers; Childhood Needs; Child Rearing; *Child Welfare; Day Care; *Early Childhood Education; Federal Aid; *Federal Government; *Federal Programs; Government Publications; Government Role; Hearings; Legislators; Social Services; Welfare Agencies; Welfare Services
IDENTIFIERS- *Congress 104th; Testimony; *Welfare Reform

This document outlines the joint hearing before the House of Representatives, between the Committee on Ways and Means, Subcommittee on Human Resources and the Committee on Economic and Educational Opportunities, Subcommittee on Early Childhood, Youth and Families. The hearing was scheduled out of concern by Congress members over the proliferation of child care and child welfare programs. There are now more than 45 child care and 35 child and welfare abuse programs in the United States, many of them serving at cross purposes. The hearing begins with an address by Chairman, E. Clay Shaw, and is followed by witness testimonies, including: (1) Ruth Massinga, the Casey Family Program; (2) Helen Blank, the Children s Defense Fund; (3) Carol Bevan, National Council for Adoption; (4) Wade Horn, National Fatherhood Initiative; and (5) Karen Highsmith, New Jersey Department of Human Services. Submissions for the record include statements from: (1) Marcia R. Lowry, American Civil Liberties Union; (2) American Psychological Association; (3) Kenneth Mazik, AuClair Programs; (4) William Tobin, Child Care Institute of America and Early Child Development Center; (5) Child Welfare League of America; (6) Martha Williams, Concord Coalition; (7) Roberta Wroblewski and Elissa Bassler, Day Care Action Council of Illinois; (8) William Tobin, Early Childhood Development Center Coalition and Child Care Institute; (9) Carlos Romero-Barcelo, Commonwealth of Puerto Rico; and (10) Prema Mathai-Davis, YWCA. (BCG)

ED 394 638 PS 023 940

Child Support Enforcement: States and Localities Move to Privatized Services. Fact Sheet for the Chairman, Committee on the Budget, House of Representatives.
PUB DATE- Nov 95
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- *Child Support; *Compliance (Legal); Contracts; Parent Responsibility; *Privatization; Public Agencies; Public Policy
IDENTIFIERS- Noncustodial Parents

The House of Representatives requested that the Health, Education, and Human Services Division (HEHS) examine privatization of child support enforcement programs in the United States. HEHS was to determine: (1) advantages and disadvantages of privatization, and the extent of these programs currently; (2) terms of contracts; (3) legalities of programs; and (4) relative cost effectiveness. In general, it was found that one or more child support enforcement services are privatized statewide in 20 states and at the local office about their own feelings openly, (3) answer children's questions truthfully, (4) reinforce children's understanding that death is a difficult thing with which to cope and that confusion and anxiety at times of death are normal, and (4) acknowledge that death is part of life. Contains 13 references. (JW)

ED 394 656 PS 024 014

Savage, Melissa Hough
Adolescent Health Issues: State Actions 1992-1994.
PUB DATE- Apr 95
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Adolescents; Child Behavior; Community Health Services; Contraception; Early Parenthood; Family Planning; *Health; *Legislation; Parent Education; School Health Services; Sex Education; *State Legislation; Substance Abuse; Tobacco
IDENTIFIERS- Adolescent Attitudes; Health Risk Susceptibility; Medicaid; Risk Taking Behavior; Sexually Transmitted Diseases

This publication summarizes approximately 300 laws and resolutions concerning adolescent health and related issues passed by the 50 states, and U.S. commonwealths and territories between 1992 and 1994. The state legislation reflects the health problems that, on the whole, involve preventable behavior. Brief descriptions of laws are provided pertaining to the following topics: (1) sexual abstinence; (2) community health services; (3) contraception; (4) family planning; (5) HIV/AIDS and other sexually transmitted diseases; (6) insurance; (7) Medicaid; (8) mental health; (9) adolescent pregnancy and parenting; (10) school health and school-based health services; (11) sexuality education; (12) substance abuse; and (13) tobacco use. A state-by-state summary and list of a number of issue-related organizations and adolescent health coordinators of the 50 states are appended. (BAC)

ED 394 657 PS 024 015

Head Start. Information on Federal Funds Unspent by Program Grantees. Report to the Chairman, Committee on the Budget, House of Representatives.
PUB DATE- Dec 95
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accounting; Budgets; Cost Estimates; Expenditures; *Federal Aid; Federal Programs; Financial Support; *Money Management; Preschool Education; *Program Administration; *Program Budgeting; Resource Allocation
IDENTIFIERS- Administrative Flexibility; *Grant Recipients; *Project Head Start

In fiscal year 1995, Head Start--the centerpiece of federal early childhood programs--was appropriated $3.5 billion to provide a range of services to eligible, preschool-aged children from low-income families. Since 1990, Congress increased funding for Head Start by 135 percent to allow more children the opportunity to participate and to improve the quality of Head Start services. During this period of growth, virtually all fiscal capacity; (3) fiscal effort and centralization; (4) educational finances; (5) state spending on other children's programs; and (6) comments on fiscal overview and outlook for children's programs. The remaining part of each profile is a 2-page array of the 43 indicators and accompanying statistics, which includes sections on the organization and components of the profiles, on an overview of the United States, and on data definitions and sources. (ET)

ED 394 675 PS 024 084

Orland, Martin E.; And Others
Creating More Comprehensive, Community-Based Support Systems: The Critical Role of Finance.
PUB DATE- Nov 95
NOTE- 35p.; Reprinted with permission from Integrated Services for Children and Families: Opportunities for Psychological Practice.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Budgets; Community; Economic Factors; Educational Economics; *Educational Finance; Federal Aid; *Finance Reform; Financial Support; *Fiscal Capacity; Integrated Services; State Aid
IDENTIFIERS- *Financial Analysis; Local Control; Localization (Administrative); Local Planning and Assessment Process

Programs serving children and families are funded through countless federal, state, and local governmental channels, as well as through private sources. Every one of these programs contains a unique set of standard rules and requirements about how funds may be used and who is eligible to receive them. Increasingly, policymakers, educators, professional service providers, and advocates have begun to recognize the limitations of such fragmented approaches to the delivery of children's services and have begun to outline new systems of children's support that integrate programs across service sectors into comprehensive, community-based support systems (CCBSS) characterized by a focus on prevention-oriented services and supports, flexibility in supporting the needs of children within the context of their families and communities, a strong community role in program design, implementation, and governance, and a focus on accountability for outcomes. This report is made up of three sections. The first section provides background on the current financing of children's services and supports, discussing the magnitude of public expenditures and public funding mechanisms. The second section, which discusses innovations in financing integrated services, includes private expenditures public financing strategies, decategorization methods, refinancing, fund redeployment, and investments in inter-professional development. The final section discusses the challenges ahead in the areas of management systems, external grant mechanism, and professional development activities. (Contains 25 references.) (ET)

ED 394 676 PS 024 085

Rice, Jennifer King
Conceptualizing the Costs of Comprehensive, Community-Based Support Systems for Children.

development of the 1993 report on a proposed new child protection strategy; and development of the 1994 report on a proposed national policy on child maltreatment related fatalities. Five appendices list: (1) members, staff, committees, and workgroups of the Board; (2) persons appearing before the Board during meetings; (3) texts of the Child Abuse Prevention and Treatment Act (including all amendments through the end of the 102nd Congress); (4) Report on the Accomplishments of the Initiative on Child Abuse and Neglect of the Secretary of Health and Human Services; and (5) reports by the Interagency Task Force on Child Abuse and Neglect. (DR)

ED 394 694 PS 024 131

Shoemaker, Cynthia Jones
Home Learning Enablers and Other Helps: Home Learning Enablers for Ages Two to Twelve, Parent Papers, and Introducing PEP's (Program Enrichment Papers).
PUB DATE- 96
NOTE- 318p.; For related documents, see PS 024 011-012.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Development; Children; Day Care; Early Childhood Education; Home Programs; *Home Study; *Learning Activities; *Learning Modules; Parent Child Relationship; *Parent Education; *Parent Materials; Parents; *Parents as Teachers; Volunteer Training
IDENTIFIERS- *Home Learning Enablers

Home learning enablers (HLEs) are easy, carefully timed (5 to 10 minutes each), parent-child activities intended to encourage parents to learn to talk and interact with their children. The HLEs call for materials easily available in the home. Many were tested with 200 children in a pre- and post-test control group design; this study showed an IQ test score group increase of 8 points in two weeks. The first part of the volume contains nine sets of HLEs to be sent home with children from from 3 to 13 years of age. On each sheet, the title gives the content of the activity and a "why-do-it" section gives the objective or purpose of the activity. Also included are the necessary materials, time required, directions, evaluation tips, and harder or easier ideas related to the same activity. Parent letters and feedback sheets are also included. The second part contains 18 parent papers to be used as handouts or newsletter inserts. The first set tells parents what to expect from day care, preschool, or early childhood development programs; discusses the importance of reading and talking to young children; and suggests ways to develop the child's self-image. The second set covers helping the child develop self-control, using toys that teach, and understanding numbers. The third part contains 15 program enrichment papers, each of which features a subject matter, process, or activity curriculum approach. The fourth part consists of 14 volunteer program papers, including checklists, tips, and handouts designed for starting volunteer programs in child care centers and public schools. (TM)

ED 394 695 PS 024 132

Swaminathan, Mina, Ed.
SURAKSHA: Early Childhood Care and Education in India. Volumes 1-

ED 394 713 PS 024 165

Training Ohio's Parents for Success (TOPS).
PUB DATE- Sep 89
NOTE- 495p.
LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Learning; Child Development; Child Health; Child Rearing; Decision Making; Nutrition; Parent Child Relationship; *Parent Education; Parenting Skills; *Parent Materials; *Parent Participation; Parent School Relationship; Problem Solving; Self Esteem; Study Skills

The Training Ohio's Parents for Success (TOPS) program aims to increase parents' involvement in the education of their children and increase the linkages between home and school. This resource guide was developed to assist school districts in the process of providing materials and trainers to all school districts in Ohio. This resource guide is intended to help trainers develop parent-training programs. It presents a separate section on each of the three important areas of parent involvement, adult learning, and self-esteem and then a module on each of the seven TOPS content areas: understanding human growth and development; communication between the child and the parent and/or family; discipline; health and nutrition; problem solving and decision making; study skills; and access to support systems. Each content area lists key concepts at the beginning of the module. Each key concept page has an outcome statement, a brief introduction to the topic, and examples of activities that a trainer could use in parent training sessions. Additional resources will be found following the key concepts in each module. Many of these materials are written for parents and may be used as handouts or as background information for the trainers. (DR)

ED 394 714 PS 024 166

Banks, Janet Caudill
Creating the Multi-Age Classroom: Organization, Curriculum, Instructional Strategies and Assessment for the Multi-Age Classroom Plus Considerations for Getting Started and Techniques for Classroom Management. Revised Edition.
PUB DATE- Apr 95
NOTE- 145p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Environment; Classroom Techniques; *Curriculum; *Educational Strategies; Elementary Education; Evaluation; *Grouping (Instructional Purposes); Language Arts; Literature; *Mixed Age Grouping; Novels; *Teaching Methods; Time Factors (Learning)
IDENTIFIERS- *Authentic Assessment; Blooms Taxonomy; Project Approach (Katz and Chard)

Intended for teachers who have asked for information on how to manage a multi-age classroom, this book outlines the ideal classroom as it exists when all of the multi-age components are put in place. Opening sections of the guide discuss creating most teachers (97%) would like to see the program continued. Suggestions for further study included analyzing why grade 9 students were more positive than grade 8 in their assessments of the program. (BGC)

ED 394 733   PS 024 208

Hinitz, Blythe F.; Stomfay-Stitz, Aline
Dream of Peace, To Dare To Stay the Violence, To Do the Work of the Peacemaker.
PUB DATE- Apr 96
NOTE- 26p.; Paper presented at the Annual Conference of the Association for Childhood Education International (Minneapolis, MN, April 11-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Conflict Resolution; Constructivism (Learning); Cooperative Learning; Curriculum Design; *Curriculum Development; Early Childhood Education; *Educational Environment; Ethical Instruction; *Peace; Problem Solving; Teacher Role; Teaching Methods; Television Viewing; *Violence; War; Young Children
IDENTIFIERS- Association for Childhood Education International; Developmentally Appropriate Programs; Erikson (Erik); Multiple Intelligences; *Peace Education; Piaget (Jean)

This essay focuses on teachers as peacemakers. Peace education is discussed as multifaceted and cross-disciplinary, emphasizing the teaching of peace, nonviolence, conflict resolution, social justice, economic well-being, political participation, and environmental concern. The report asserts that any curriculum for young children should stress a peaceful environment to counter the negative, violent images children see on television, in electronic games, and elsewhere. The cycle of generational violence is discussed, as is evidence of violence being passed along by generations. The concept of Developmentally Appropriate Practices (DAP) is discussed as a vital part of the peace education curriculum. Strategies suggested for creating a "peaceable" classroom include: (1) conducting class meetings; (2) featuring a child as "student of the week"; (3) developing a sense of unity; (4) implementing cooperative learning; (5) infusing the theory of multiple intelligences into curriculum; (6) discussing lives of men and women who served peacemaking roles; (7) emphasizing multicultural perspectives; and (8) using children's literature to strengthen communication skills and show nonviolent methods of conflict resolution. Contains 33 references, a 71-item resource directory (including curriculum guides, classroom strategies, units, NK-grade 3 for peace education, conflict resolution, violence prevention, and parenting), suggestions for the integration of peace education and conflict resolution in the curriculum, classroom activities that help children resolve their conflict in a multicultural classroom, and a list of resources for integration of peace education. (BGC)

ED 394 734   PS 024 209

Bredekamp, Sue, Ed.; Willer, Barbara A., Ed.
NAEYC Accreditation: A Decade of Learning and the Years Ahead.
PUB DATE- 96
NOTE- 176p.
LANGUAGE- English

Dirst, Stephanie
Getting Disability-Specific Resources to Teachers in Rural Georgia.
PUB DATE- Mar 96
NOTE- 6p.; In: Rural Goals 2000: Building Programs That Work; see RC 020 545.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Programs; Educational Diagnosis; *Educational Resources; *Education Service Centers; Elementary Secondary Education; *Information Sources; *Low Incidence Disabilities; Multiple Disabilities; Program Descriptions; *Rural Education; Shared Resources and Services; Special Education; Student Evaluation; Teacher Shortage
IDENTIFIERS- Georgia; *Georgia Center for Students with Disabilities

This paper describes efforts to address the shortage of special educators in rural Georgia by supplying regular education teachers with information and resources to teach disabled students. Since 1969, the Georgia Center for Students with Disabilities (GCSD) has provided yearly comprehensive medical and psychoeducational evaluations to approximately 100 children from birth to 21 years of age who have low-incidence or multiple disabilities. In order to assure equal access to GCSD diagnostic services, all referrals are processed through 17 regional sites of the Georgia Learning Resources System (GLRS), a support system for special education. At the conclusion of a 4-day evaluation conducted by professionals in various disciplines, an exit conference is held at GCSD with the child's family and school representative. In addition, a written report is compiled and sent to the family, the local school system, and the local GLRS. This report includes findings and recommendations in the areas of behavior, vision, auditory reception, speech and language, motor, activities of daily living, cognition, and academics. Each GLRS regional office has materials available for loan to teachers, including a collection of films, records, books, videos, kits, and equipment. GCSD and GLRS collaborate in connecting teachers to the materials and resources that they need to teach children with low-incidence or multiple disabilities and to implement recommendations in the written diagnostic report. GCSD writes a request that GLRS provide a list of materials and local resources specific to the recommendations of the GCSD diagnostic report to the teacher of the evaluated student. In addition, during the student's 4-day evaluation period, the local teacher is contacted by GCSD staff to collect more data and to further discuss the needs of the student. Both classroom teachers and GLRS staff have reacted positively concerning the collaboration between GCSD and GLRS in meeting the needs of disabled students. (LP)

ED 394 752 RC 020 551

Friedland, Billie
Counselors and Educators Working Together To Improve Transition of Students with Disabilities in Rural Areas.
PUB DATE- Mar 96
NOTE- 9p.; In: Rural Goals 2000: Building Programs That Work; see RC 020 545.
LANGUAGE- English

assistance was most significant. RSEP changes in the past 4 years include increased enrollment and changes attributable to the change in instructors. Former RSEP participants indicated that RSEP had affected their career or life by inspiring them to continue their education. (TD)

ED 394 767 RC 020 566

Morgan, Carl R.; Demchak, MaryAnn
Addressing Administrative Needs for Successful Inclusion of Students with Disabilities.
PUB DATE- Mar 96
NOTE- 9p.; In: Rural Goals 2000: Building Programs That Work; see RC 020 545.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; Disabilities; *Educational Change; Educational Cooperation; Elementary Secondary Education; *Inclusive Schools; Information Needs; Mainstreaming; *Principals; Regular and Special Education Relationship; Rural Schools; Special Education; *Teacher Administrator Relationship
IDENTIFIERS- *Administrator Involvement

As inclusion increasingly becomes the accepted model for meeting the needs of students with disabilities, administrator involvement becomes critical because the attitudes of school personnel and students toward inclusion frequently mirror those of the administrator. In rural areas, the building administrator is often isolated from other school district administrators and must make decisions based on available information. This paper provides guidelines to assist teachers and parents in furnishing the information that principals need to support successful changes toward inclusion. The administrator must be informed of, and actively involved in, the planning and implementation of the following areas: (1) number of students to be included; (2) impact on students with and without disabilities; (3) specific needs of students with disabilities; (4) strategies and supports needed for successful inclusion; (5) roles of general and special education teachers, administrators, and paraprofessionals; (6) training needs of all school staff; (7) parent/caregiver involvement; (8) potential costs and funding sources; and (9) potential resource personnel to assist with training and implementation. The key to success of any inclusionary program is open and honest communication between all parties involved. The building administrator can help guarantee success, but can also, perhaps unwittingly, be a hindrance to the process. If the building administrator is involved and informed from the beginning, the change to inclusive educational programs has a much higher chance of success. (TD)

ED 394 768 RC 020 567

Thurston, Linda P.; Sebastian, Joan
Technology and Rural Special Education: Models and Methods for Preparing Teachers.
PUB DATE- Mar 96
NOTE- 10p.; In: Rural Goals 2000: Building Programs That Work;

performance; this deficit was not observed for superior and gifted groups. Bright group scores were similar to those of the superior group for VCI, but well below the superior group on POI. Although perceptual organization skills are important in advanced learning, it would appear that WISC-III does not measure these skills in gifted children, but instead measures the "speed" with which children organize perceptual materials. Implications for identification and placement in gifted programs are discussed. Contains 23 references. (SV)

ED 394 784 RC 020 583

Benge, Beverly; Montgomery, Diane
Understanding the Emotional Development of Twice Exceptional Rural Students.
PUB DATE- Mar 96
NOTE- 7p.; In: Rural Goals 2000: Building Programs That Work; see RC 020 545.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Disorders; Developmental Stages; *Emotional Development; Exceptional Child Research; *Gifted; Intervention; Junior High Schools; *Junior High School Students; Males; Personality Development; Self Actualization
IDENTIFIERS- *Positive Disintegration Theory

Twice exceptional students are those who have emotional disturbances or behavioral disorders (E/BD) and who also display characteristics of high intellectual ability. Case studies were developed over a 3-year period on three male junior high school students who fit this definition. Data were interpreted using Kazimierz Dabrowski's Theory of Positive Disintegration, in which progressive conflicts and contradictions arise from life experience and become a fundamental and positive factor of development. The theory stresses the affective aspect of development and postulates five levels of individual development, each with a distinguishable personality organization. Dabrowski indicated that advanced development could be predicted by examining five types of overexcitabilities in response to stimuli. More numerous and more intense overexcitabilities suggest higher potential for advanced development. Psychomotor, sensual, intellectual, imaginational, and emotional overexcitabilities manifest themselves as building blocks of the five levels of development. Case study data revealed four general categories of behavioral and motivational themes. The three students provided evidence of Level-I egocentrism, overexcitabilities, and asynchronous development, three areas informed by Dabrowski's theory. In addition, a fourth theme emerged: acute awareness of manipulation. Implications for effective interventions with gifted E/BD students are discussed. Contains 10 references. (SV)

ED 394 785 RC 020 584

Prater, Greg; And Others
The Impact on Navajo Mothers Becoming Special Education Teachers.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Mar 96
NOTE- 5p.; In: Rural Goals 2000: Building Programs That Work; see RC 020 545.
LANGUAGE- English

their own individual water cycle book. The "Going Further" section explores different kinds of rain and how rain can affect the earth. Topics include drought, floods, and erosion. The foundation of each lesson is a shared science experience. Using the scientific method, children are given opportunities to hypothesize, investigate, and discover principles about rain by recording their predictions and findings in individual science journals. Also included are reproducible student worksheets and poetry on the subjects. Contains 42 references. (MKR)

ED 394 809   SE 058 191

Shevick, Ed; Adams, Linda, Ed.
Science Action Labs Part 1: Sciencing.
PUB DATE- 94
NOTE- 53p.; For Part 2 in the same series, see SE 058 192.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Elementary Secondary Education; Group Activities; *Hands on Science; Science Activities; *Science Experiments; *Science Instruction; *Science Process Skills; Scientific Concepts; *Scientific Methodology

This book contains innovative hands-on science laboratory activities that teach basic scientific method skills and are designed to be used directly with 4th- through 9th-grade students. The background materials and instructions included in each activity are written for students to work together in teams. Lab titles are: observation lab, communication lab, solving problems, science and superstition, big words of science, hypothesis lab, the case of the broken eggs, mixed up eggs, sciencing with sound, sciencing with straws, observing a candle, invasion of the insectpicks, mystery box lab, flying ring contest, create a creature contest, canmobile race, sciencing with balloons, sciencing with air, yeast under control, resilasticity lab, inventors--people who apply science, and can you learn to think metric? (MKR)

ED 394 810   SE 058 192

Shevick, Ed; Shevick, Florence, Ed.
Science Action Labs Part 2: Environment.
PUB DATE- 95
NOTE- 63p.; For Part 1 in the same series, see SE 058 191.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Air Pollution; Elementary Secondary Education; *Environmental Education; Group Activities; *Hands on Science; Population Growth; Recycling; *Science Experiments; *Science Instruction; *Science Process Skills; Scientific Concepts; Scientific Methodology; Water Pollution

This book contains innovative hands-on science laboratory activities designed to teach 4th- through 9th-graders about the environment. The background materials and instructions included in each activity are written for students to work together in teams. Activities cover subjects such as smog, symbiosis, soil, trees, ecosystems, recycling, population explosion, and solar energy. (MKR)

ED 394 811   SE 058 193

EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Acoustics; Atomic Structure; Aviation Education; *Curriculum Development; Hands on Science; *Interdisciplinary Approach; Intermediate Grades; Meteorology; *Multicultural Education; Physics; *School Community Relationship; Science Education; Scientific Concepts

This manual was developed by the Community Resource Curriculum Development Project (CRCDP), a cooperative project to develop multi-disciplinary, multi-ethnic, multi-cultural science/social sciences teaching units based upon the Illinois State Goals for Learning and Chicago public school outcomes for a seamless fifth and sixth grade cluster. This manual contains six teaching units that include several experience-based activities using a constructivist teaching model and incorporating local resources. In these units, students approach each activity using skills gained from their own life experiences. Scientific principles and concepts are introduced following active exploration with hands-on models and investigations. Lessons are linked to information available in the local area and teachers are encouraged to utilize resources in their neighborhood communities whenever possible. The units include: (1) "Atoms and Atomic Structure"; (2) "Without Feathers: Discovering the Forces Behind Human Flight"; (3) "I Spy... Crystals"; (4) "Physics in the 5th Grade? Yes!"; (5) "Sound"; and (6) "Up Down and Around in Chicago: Weather in the Windy City." (JRH)

ED 394 832 SE 058 307

The Learning Curve: What We Are Discovering about U.S. Science and Mathematics Education.
PUB DATE- Jan 96
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; Equal Education; Higher Education; *Mathematics Achievement; Mathematics Teachers; *Science Education; Science Teachers

This document serves as a prefatory report on the National Science Foundation document entitled "Indicators of Science and Mathematics Education 1995." Indicators (statistical data) included in the report address topics such as: student achievement, curriculum, teachers and the learning environment, equity, demographic changes, and postsecondary education. (MKR)

ED 394 833 SE 058 312

Flick, Lawrence B.; And Others
Relationship between Teacher and Student Perspectives on Inquiry-Oriented Teaching Practice and the Nature of Science.
PUB DATE- Apr 96
NOTE- 22p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (St. Louis, MO, March, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Strategies; Elementary Secondary

This paper presents research on middle school students working on large science projects in the Knowledge Integration Environment. The objective was to develop an exemplary program of metacognitive prompts to encourage principled knowledge integration by students working on large science projects. The research indicates that metacognitive scaffolding provided through prompts improves the quality and quantity of students' work. The two studies discussed in this paper investigate students' use of two types of metacognitive prompts: activity-focused prompts and self-monitoring prompts. Activity prompts walk students through the important steps in the activities comprising a large science project while self-monitoring prompts encourage planning for and reflection on those activities. Results indicate that metacognitive prompts have both strengths and weaknesses. Activity prompts help students finish activities but do not necessarily help the students develop an integrated understanding. Self-monitoring prompts encourage students to plan their activities, remind students to reflect on their own understanding, and improve students' likelihood of explaining and justifying the decisions they make. Possible cognitive mechanisms are proposed. Contains 16 references. Sample activities are appended. (Author/JRH)

ED 394 854 SO 024 894

Massialas, Byron; Jenkins, Ann
Florida City & County Government. A Condensed Reference Version.
PUB DATE- Oct 91
NOTE- 359p.; For teacher handbook, see SO 024 895.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Civics; Instructional Materials; Law Related Education; *Local Government; Local Issues; Municipalities; Secondary Education; Social Studies
IDENTIFIERS- *Florida

Designed to serve as a reference tool on city and county government in Florida, this handbook consists of lessons that can be used by schools, community groups, newly elected officials, and libraries. These curriculum materials on Florida city and county governments specifically address the general purpose of local governments. Subject areas covered in the handbook include: (1) the foundations of local government, history, legal roles, home rule, and forms of local government; (2) local government services; (3) local government finances; (4) key officials and elections; (5) public participation in local government--influencing local government decisions, serving as members of local government boards and committees, careers in local government and running for local government; (6) current local government issues, water management, solid waste management, public safety and transportation; (7) growth management at the local government level; (8) municipal incorporation and boundaries. The handbook is supplemented with a 44-item bibliography, a glossary, a list of available videotapes, and an appendix titled, "Getting to Know Your City and County Governments." The handbook is not intended to be a comprehensive text on local government, rather it is an introduction to the study of city and county governments in Florida. (RJC)

ED 394 855 SO 024 895

soldiers were at the Cantonment?"; (7) "What if you were a military craftsman?"; (8) "What would your day be like at the Cantonment?"; (9) "Were there women and children at the Cantonment?"; (10) "What was the Badge of Military Merit?"; (11) "Who were some real people at the Cantonment?"; and (12) "How did the Revolutionary War end?" Background materials for the teacher accompany the activities. The activities are designed for use with a field trip to the Cantonment or to supplement study of the Revolutionary War. (EH)

ED 394 876 SO 026 089

Savage, Tom V.; Armstrong, David G.
Effective Teaching in Elementary Social Studies.
PUB DATE- 96
NOTE- 557p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Education Courses; Elementary Education; *Elementary School Curriculum; Geography Instruction; *Global Education; History Instruction; Justice; Law Related Education; *Multicultural Education; Preservice Teacher Education; *Social Studies; *Teacher Education

This book is designed for use in elementary social studies methods classes, as a source for discussion in advanced curriculum classes, and as a personal reference for elementary social studies teachers. This book has four major divisions with each division offering a list of lesson ideas. Part 1, "Contexts for the Social Studies," includes: (1) "Defining The Social Studies"; (2) "The Content Sources: History, Geography, and Economics"; (3) "The Content Sources: Political Science, Sociology, Anthropology, and Psychology"; and (4) "Planning For Instruction." Part 2, "Fundamental Approaches To Instruction," contains: (1) "Concepts, Generalizations, and Individualized Learning"; (2) "Group Learning"; (3) "Developing Thinking Skills"; and (4) "Developing Prosocial Behavior." Part 3, "A Selection Of Themes" includes: (1) "Law-Related Education"; (2) "Global Education"; (3) "Multicultural and Gender-Equity Education"; and (4) "Environmental and Energy Education." Part 4, "Supporting And Assessing Social Studies Learning," contains: (1) "Technology and the Social Studies"; (2) "Understanding Map and Globe Skills"; (3) "Social Studies and the Integrated Curriculum"; (4) "Social Studies for Limited English Proficient Learners"; and (5) "Evaluating Learning." (EH)

ED 394 877 SO 026 091

Aten, Jerry
Understanding Our World through Geography. Activities To Improve Geography Skills and Promote Ecology.
PUB DATE- 91
NOTE- 234p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Area Studies; *Ecology; Elementary Education;

Teaching Conditions
IDENTIFIERS- Carnegie Foundation; International Survey of the Academic Profession

This study examines faculty perceptions of how their institutions are governed. Data were drawn from the Carnegie Foundation International Survey of the Academic Profession; the Carnegie Survey gathered demographic data as well as information about the work patterns, career progression, attitudes and values of the professoriate in higher learning institutions in 15 countries. The present research used the data sets of 14 countries, namely Australia, Brazil, Chile, West Germany, South Korea, Hong Kong, Israel, Japan, Mexico, the Netherlands, Russia, Sweden, the United Kingdom, and the United States, for a total sample of 19,509 questionnaires. The authors developed a scale on the continuum "centralized/decentralized" governance of higher education, assigning each national system a score. Russia ranked as the country with the most centralized national governance while the Netherlands presents the decentralized end of the continuum. The costs of communication and of implementation are discussed. Empirical analysis remains incomplete. (Contains 20 references.) (NAV)

ED 394 436 HE 029 130

Waite, Cally L.
Oberlin College and the Decision To Admit Black Students.
PUB DATE- Apr 96
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Administrative Policy; *Black Students; Case Studies; College Administration; *College Admission; College Students; Educational History; Higher Education; *Policy Formation; *Racial Integration; School Policy
IDENTIFIERS- Abolitionism; Nineteenth Century History; *Oberlin College OH

The decision to open Oberlin College (Ohio) to black students in 1835, two years after its founding, is discussed. The decision challenged both laws and common perceptions of blacks, and was a milestone in black educational history. Two crucial factors in the decision are identified: Oberlin's founding principles and its economic future. The college was established by two New England Congregationalist ministers, who envisioned an ideal community in which the education of teachers and ministers was an important element. Both colonists and students were recruited, for the survival of the community and the college. In particular, one of the founders urged the trustees to resolve to admit students regardless of color and recruited a group of students and two faculty involved in an anti-slavery controversy at a Cincinnati seminary. This group brought with it the financial support of a New York abolitionist. Despite strong opposition in the Oberlin colony, a warmly worded and persuasive open letter to the congregation and extended discussion of the religious and financial issues resulted in a decision by the trustees to accept black students. The college's covenant and the founder's open letter are appended. (Contains 27 references.) (MSE)

ED 394 437 HE 029 131

are not professionally trained in examination; they learn by experience. The examiner is considered the watchdog of quality, the symbol of integrity, and the embodiment of impartiality. Until recently, their appointment has been automatic and unquestioned; their value has been taken as self-evident. It is suggested that the convention of appointing external examiners is an example of a profession policing its own standards. To determine the validity of this statement, the status of academics as a profession is examined, and the work of the external examiner is reviewed to see if it amounts to policing standards of conduct. Despite flaws and sector and subject differences, it is recommended that the external examining system should not be dismissed as having little value. It is seen as a vigorous system involving a high proportion of the country's leading academics, whose work is undertaken with great seriousness and care. It is also a necessary function if there is to be a policy of parity between awards. (Contains references.) (NAV)

ED 394 456 HE 029 152

National Forum on Student Preparation for College and the Workplace. Summary of Presentations and Discussions. (Denver, Colorado, May 25-27, 1995).
PUB DATE- Sep 95
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- College Admission; *College Bound Students; *College Preparation; *Curriculum Development; Higher Education; *Individual Development; *Needs Assessment; Quality of Working Life; Student Educational Objectives; *Student Needs; Work Experience
IDENTIFIERS- *Work Habits

This report summarizes presentations and discussions concerning student preparation for college and for the workplace. Three educational reform initiatives were addressed: reforming college preparation standards and admissions practices, establishing school-to-work and workforce readiness, and changing undergraduate curricula and standards. Topics discussed at the meeting included public policy initiatives, interdisciplinary approaches to curriculum development, collaborative efforts to enhance student motivation and workforce preparation, the use of technology to reduce postsecondary remediation and enhance student learning and cross-institutional programs aimed at improving teacher preparation, student transfer, and financial assistance for students. Forty states were represented by K-12 State Board members and administrators, higher education commissioners and regents, legislators, vocational educators and advisors, and representatives from business and educational organizations and foundations interested in reform efforts. The forum offered an opportunity to debate the realities and myths surrounding student preparation for college and work and to share successful models, effective change strategies, and innovative ideas to increase student achievement. A list of speakers and presenters is appended. (NAV)

ED 394 457 HE 029 153

McGuinness, Aims C., Jr.
Restructuring State Roles in Higher Education. A Case Study of

DESCRIPTORS- Academic Persistence; Economic Factors; Enrollment Projections; Higher Education; *Low Income Groups; National Surveys; *Parent Financial Contribution; *Paying for College; Statistical Analysis; *Student Costs; *Student Financial Aid; Student Reaction; Student Surveys; Undergraduate Students
IDENTIFIERS- Beginning Postsecondary Students Long Study; *National Postsecondary Student Aid Study

This report uses data from the National Postsecondary Student Aid Study and the Beginning Postsecondary Students Longitudinal Study to examine how low income undergraduates (with family incomes below 125 percent of the federally established poverty threshold) finance their postsecondary education, focusing on the importance of financial aid. The report uses narratives, tables, and graphs to describe the demographic characteristics and enrollment patterns of low income students and compares them with other undergraduates. It examines dependent, single independent, and independent students with dependents separately. It examines students' financial needs, the type of financial aid they receive and the amount and the relationship between financial aid and cost. Next, it describes two important sources of support other than financial aid: parental support and work. Finally, the report examines persistence and attainment among low income students who enrolled in postsecondary education in 1989-90. A concluding section notes that financial aid, parental contributions, and work do not add up to estimated costs and possible reasons are suggested. Among highlights are: that 20 percent of all undergraduates are from low-income families; that 88 percent of these students received financial aid averaging $5,800; and that there was an average unmet need of $4,900. A glossary and methodological information are appended. (Contains 20 tables and 11 figures.) (DB)

ED 394 474 HE 029 170

Where Have All the Graduates Gone? Survey of the Oregon High School Graduating Class of 1995.
PUB DATE- 19 Apr 96
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; College Bound Students; *College Choice; Community Colleges; Decision Making; Enrollment; Graduate Surveys; Higher Education; High School Graduates; Interviews; Minority Groups; Postsecondary Education; Questionnaires; Reputation; State Surveys; *Student Attitudes; *Student Costs; *Student Needs
IDENTIFIERS- College Costs; *Oregon

A telephone survey was undertaken in February 1996 of the 400 randomly selected members of the Oregon high school graduating class of 1995 and 400 ethnic minority graduates, in an update of a similar study done of the class of 1993. The study aimed to identify the percentage of the graduating class who attended a postsecondary institution in fall 1995, their specific college choices, the reasons for those choices, reasons for those who chose not to go to college, and students' high school grade point averages. Over 60 percent of the respondents to the survey were enrolled in some form of postsecondary education in fall 1995. With the additional delayed enrollment likely over the next year, the college attendance rate of the class of 1995 in the 18 months following graduation could be more than 80 percent. The largest proportion of those going to college chose an Oregon community college. The major reasons for choosing or and gender-based differences (April 15-19); the gender gap in election campaigning; President Clinton's summit with Boris Yeltsin; the ten-year anniversary of the Chernobyl accident marked by a similar incident; the auction of Jacqueline Onassis' belongings; and passage of the health insurance reform bill (April 22-26); a Middle East cease-fire; ancient Americans, and offering free television spots as a means to "clean up" political campaigning (April 29-30). (BEW)

ED 394 495 IR 017 795

Hudiburg, Richard A.; Necessary, James R.
Coping with Computer-Stress.
PUB DATE- 8 Apr 96
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Computer Anxiety; *Computer Literacy; *Coping; Higher Education; Problem Solving; Psychological Patterns; Self Esteem; *Self Evaluation (Individuals); *Stress Management; *Student Surveys
IDENTIFIERS- *Computer Users

This document summarizes research which investigated coping strategies used by computer users who experienced varying degrees of computer-stress. A questionnaire, distributed to enrollees in a college course in which computer use was required, elicited information about computer abilities, anxiety, and self-esteem. Participants (n=83) were also asked to rate the stressfulness of a computer problem and to complete a scale which measured coping strategies. Statistical analyses of differences between high computer-stress users and low computer-stress users revealed that the former category had lower self-rated computer abilities, lower self-esteem, and higher levels of somatization and anxiety. High computer-stress users employed a variety of coping strategies, all emotionally focused, while low computer-stress users tended to adopt problem-solving strategies in dealing with computer problems. Two tables present numerical data. (Contains 24 references.) (BEW)

ED 394 496 IR 017 796

Cole, Beth Rosenstein
Characterizing On-line Communication: A First Step.
PUB DATE- 12 Apr 96
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Collegiality; *Communication Research; *Computer Mediated Communication; Educational Benefits; *Electronic Mail; Elementary Secondary Education; Mathematics Instruction; *Mathematics Teachers; National Programs; Teaching Methods
IDENTIFIERS- *Listservs; Public Broadcasting Service

In response to a call for new content and instructional techniques in the teaching of mathematics, the Public Broadcasting Service (PBS) has launched an organization called response to the need to train pre-service teachers in, among other things, the use of mathematics manipulatives. The project now can offer a video database and pilot instructional program that combines full-motion video, digitized audio, text, and graphics. Two instructional modes, classroom presentation and stand alone tutorial, help the teacher develop a repertoire of techniques. The report catalogs all the system's components and provides a brief history of the genesis of the project and subsequent improvements. Formative evaluation was conducted at approrpiate times throughout the course of the project and included informal review by project staff, review by outside experts and the advisory board, and field trails conducted over a 2-year period in mathematics methods classes. Summative research was conducted when the system was close to completion. Four elementary mathematics methods classes were used to test the utility of the TMMUIV classroom presentation system. Two classes received only conventional instruction and two received the same instruction enhanced by TMMUIV. Overall, the group receiving the pilot TMMUIV enhancement reported being better prepared to teach and more highly motivated to teach. Also, they reported gaining more knowledge for teaching than the group receiving conventional instruction alone. The TMMUIV group also scored higher on each of three objective performance measures. These findings suggest the potential impact on teacher training for pre-service and in-service teacher utilization of interactive multimedia. (BEW)

ED 394 514 IR 017 815

Flanagan, Robin
Unintended Results of Using Instructional Media: A Study of Second- and Third-Graders.
PUB DATE- Apr 96
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Educational Media; Educational Research; *Educational Television; Grade 2; Grade 3; *Helplessness; *Learning Activities; Mathematics Instruction; *Persistence; Primary Education
IDENTIFIERS- Impact Evaluation; Tangrams; Video Viewing

Much of the research on classroom use of educational media has been hampered by difficulties in isolating a single element of the medium--television programming, for instance--that influences behavior in a reliable way. Still, each medium facilitates a particular type of learning environment, and the collective characteristics of those environments must be examined for possible effects. The learner in the television-based learning environment is often passive, and some experts would suggest that such learners exhibit learned helplessness. This refers to behavior observed in situations where a person's actions have no effect on outcomes. This report describes a study which updates the author's previous work in this area. The study tries to replicate an earlier finding that 15 minutes of a mediated learning experience, like a math video, would more often lead to less persistence or propensity for challenge, than a more active learning environment would. The study focused on 90 second- and third-graders in four classroom from three different schools. Students in two of the classrooms were from a small city in upstate New York. One of these

PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Community Colleges; *Cost Effectiveness; Economic Development; *Females; Foreign Countries; *Industrial Education; *Industrial Training; Job Training; *Partnerships in Education; *Program Design; Technology Education; Training Methods; Training Objectives; Two Year Colleges

Prepared as part of the Asia Pacific Economic Cooperation Forum's efforts to explore issues related to economic development and technology training, the three essays in this collection describe industrial training efforts at community colleges, focusing on partnerships with the private sector, programs targeted at women, and the use of cost-benefit analyses in evaluating programs. Following a brief preface, "Private and Public Sector Partnerships in Skills Training for Industrial Technology" (Alex Curran and William Hanna) analyzes key characteristics of five public and private sector training partnerships in Canada, the United States, Singapore, Chinese Taipei, and Malaysia. Next, "Industrial Technology Training Programs for Women: Gender Issues & Program Success Factors" (Miriam Bailey) reviews reasons for improving women's participation in training and describes key characteristics of four programs designed primarily for women. Finally, "Cost-Benefit Analysis and Industrial Training: A Case for Minimizing Objectives" (Michael Hatton and John Holland), examines aircraft mechanic training programs to determine the degree to which cost-benefit analysis might be used for setting policies, strategies, and tactics in training programs. The first essay contains 14 references, the second contains 46, and the third contains 10 references. (TGI)

ED 394 532 JC 960 249

Romas, Ted; Parmer, Harry

Workplace Violence, Hate Crime and Free Speech: A Proactive Approach.

PUB DATE- Mar 96

NOTE- 18p.; Paper presented at the Annual Chancellor's Conference of the California Community Colleges (5th, San Jose, CA, March 27-29, 1996).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Aggression; Community Colleges; *Crime; *Crime Prevention; Educational Policy; Freedom of Speech; *Occupational Safety and Health; *Risk Management; *School Safety; Two Year Colleges; *Violence; Work Environment

For community colleges, crime on campus is a complex and pressing issue since most maintain open campuses with no physical security features, such as entry control points or fencing. Workplace crimes can take the form of robbery or other violent crimes, domestic and misdirected affection cases, employer-directed situations, terrorism, and hate crimes. Hate crimes, or acts or threats against individuals based on race, religion, sexual orientation, national origin, disability, gender, or ethnicity, can have an impact on campus life much greater than other violent crimes. Further, it can often be difficult to distinguish hate crimes from constitutionally protected rights to free speech. To achieve a safe campus, it is important to understand how to manage threats and recognize the different levels of destructive anger that individuals might display, from feelings of being upset to blind rage. In any threat

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; Early Childhood Education; *Journal Writing; *Observational Learning; School Community Relationship; *Service Learning; *Teacher Education Programs; Two Year Colleges

The early childhood education program at Massachusetts' Middlesex Community College has included a service learning component for the past 3 years. Service learning participants have the opportunity to observe several different public and private early care and education programs in the community and to discuss the programs with other students. Participants are also asked to maintain journals which are shared with the instructor and, if students desire, with other students. The journals involve the following four phases of reflection: (1) concrete experience, or a description of specific behaviors which occurred during an incident; (2) reflective observation, or personal thoughts, feelings, and perceptions about the events; (3) abstract conceptualization, illustrating the relationship between the experience and knowledge learned in the class; and (4) active experimentation, in which students apply learning to situations that they might encounter in the future. Students who choose to participate in service learning are excused from two assignments and their research papers are designed around their service learning placement. Although integrating service learning involves extra work and can mean sacrificing some valuable class time, it is well worth the effort as it gives students the opportunity to network, experience, and observe professional actively involved with children. (BCY)

ED 394 550 JC 960 285

Barnes, Terry
The Chair/Dean as Entrepreneurial Leader: How To Increase Support and Funding for Your Department or Area.
PUB DATE- Feb 96
NOTE- 10p.; In: The Olympics of Leadership: Overcoming Obstacles, Balancing Skills, Taking Risks. Proceedings of the Annual International Conference of the National Community College Chair Academy (5th, Phoenix, AZ, February 14-17, 1996); see JC 960 276.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Effectiveness; Community Colleges; *Educational Finance; *Entrepreneurship; Leadership Qualities; *Leadership Responsibility; *Leadership Styles; Organizational Development; Risk; Two Year Colleges

As costs for higher education increase and traditional state appropriations formulae, in which dollars follow student/semester credit hours, are often no longer in use, educational institutions are being asked to provide higher quality services with flat or even slightly reduced budgets. To meet these needs, department chairs and deans need to combine traditional leadership qualities with an entrepreneurial spirit. Traditional leadership requires strategic thinking, removing obstacles, developing ownership, and taking self-directed actions to move institutions ahead. Entrepreneurs must be able to take risks, assess input, and make decisions, and they should have courage, a competitive spirit, intuition, and the ability to make good decisions with incomplete information.

throughout the year, with the annual performance review scheduled at the end of the evaluation period. (TGI)

ED 394 567 JC 960 302

Barr, Karen; Dailey, Beth
From Teaching to Learning, from Managing to Leading: Facilitation Skills To Bridge the Gap.
PUB DATE- Feb 96
NOTE- 9p.; In: The Olympics of Leadership: Overcoming Obstacles, Balancing Skills, Taking Risks. Proceedings of the Annual International Conference of the National Community College Chair Academy (5th, Phoenix, AZ, February 14-17, 1996); see JC 960 276.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; Classroom Environment; *Classroom Techniques; Communication Skills; Community Colleges; *Cooperative Learning; *Leadership Qualities; *Student Participation; Supervisory Methods; Teacher Role; *Teaching Methods; Two Year Colleges

The movement from a teacher-centered to a student-centered classroom environment requires that teachers utilize facilitation skills for effective collaborative learning. Collaboration is the process of shared creation in which two or more individuals with complementary skills interact to create a shared understanding that did not previously exist. Primary facilitative functions include interventions to provide support for task completion, content acquisition, group processes or self-directed learning. Types of interventions involved in facilitation include those which focus on developing critical thinking skills, those that encourage member participation through the use of critical questioning, and those that encourage problem-solving and decision-making. The following facilitation skills can help cultivate collaboration in classrooms and within organizations: (1) refocusing on issues when necessary to keep discussions from bogging down; (2) validating and bridging topics to transition from one theme to another; (3) using the energy of the group to drive discussions; (4) inviting input and feedback; (5) setting a cooperative climate; (6) coaching to draw out what individuals already know; (7) active listening; and (8) proactively intervening in conflicts. Contains 12 references. (TGI)

ED 394 568 JC 960 303

Robson, Kenneth
A Funny Thing Hapenned on the Way to the Future: Regenerating Our Academic Institutions.
PUB DATE- Feb 96
NOTE- 11p.; In: The Olympics of Leadership: Overcoming Obstacles, Balancing Skills, Taking Risks. Proceedings of the Annual International Conference of the National Community College Chair Academy (5th, Phoenix, AZ, February 14-17, 1996); see JC 960 276.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; *College Planning; Educational

van Amelsfoort, Peter
Multi-Institutional Collaborations for International Vocational Education: How To Manage It.
PUB DATE- Feb 96
NOTE- 8p.; In: The Olympics of Leadership: Overcoming Obstacles, Balancing Skills, Taking Risks. Proceedings of the Annual International Conference of the National Community College Chair Academy (5th, Phoenix, AZ, February 14-17, 1996); see JC 960 276.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; Cultural Pluralism; Curriculum Development; Educational Needs; Foreign Countries; *International Cooperation; *International Educational Exchange; *Multicultural Education; *Student Exchange Programs; *Teacher Exchange Programs; Two Year Colleges; Vocational Education
IDENTIFIERS- King William I College (Netherlands)

In the current global educational environment, students and faculty must be able to understand people of different cultures and learn to communicate and compete with them in the workplace. One way of enhancing the curriculum to include international and multicultural elements is by developing cooperative programs with institutions in other countries, such as teacher exchanges, joint curriculum development, and study abroad for students. To give faculty and students the opportunity to experience other educational systems and to help bring new ideas back to the college, King William I College in the Netherlands undertook pilot faculty and student exchanges with community colleges in the United States. Netherlands faculty learned about American habits and the school system, while U.S. faculty visited industry, did job-shadowing, and had extensive discussions with faculty and students. The student exchange involved 12 students who attended classes and visited industries; some students plan to return to the United States to do work placement training. Finally, to ensure success in international exchanges, it is essential that commitment from faculty be obtained. (BCY)

ED 394 585 JC 960 320

Burgess, Michael; And Others
A Practical Approach To Identify and Solve Problems: Continuous Improvement Strategies.
PUB DATE- Feb 96
NOTE- 8p.; In: The Olympics of Leadership: Overcoming Obstacles, Balancing Skills, Taking Risks. Proceedings of the Annual International Conference of the National Community College Chair Academy (5th, Phoenix, AZ, February 14-17, 1996); see JC 960 276.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; Community Colleges; *Educational Improvement; Educational Quality; *Leadership Responsibility; *Organizational Development; Program Improvement; *Total Quality Management; Two Year Colleges

The current pressures of reduced government funding, lower others; (12) treat secretaries, student assistants, and other college support staff well; and (13) keep in contact with fellow chairs. Contains 14 references. (TGI)

ED 394 601 JC 960 336

Delaney, Evelyn
International Business Courses and Programs at Daytona Beach Community College. 1994-1995 Annual Report.
PUB DATE- 95
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business Education; College Curriculum; College Planning; Community Colleges; Course Descriptions; *Curriculum Development; Economics Education; Global Approach; *International Education; *International Relations; Marketing; Program Implementation; Sabbatical Leaves; Two Year Colleges
IDENTIFIERS- *Daytona Beach Community College FL

The Center for International Business Education at Florida's Daytona Beach Community College (DBCC) was established to help internationalize business programs at the college. This report provides an overview of progress made at DBCC in 1994-95, discussing international business courses and programs developed and resources that have been committed to international business education. Following a brief introduction, the following efforts related to internationalizing the business curriculum are described: (1) sabbaticals, granted to develop an international curriculum for the Technologies Division and an international marketing program; (2) the formation of an international faculty committee to review courses, integrate international components, acquire materials, and attend seminars; (3) the integration of international business topics in the Business Administration, Hospitality Management, and Marketing Management Associate of Science programs; (4) the revision or creation of 15 business courses to address international business topics; (5) attendance at and participation among DBCC faculty in conferences, seminars, and lectures from 1993 to 1995; and (6) institutional membership in business associations and organizations promoting international education. Finally, future directions for DBCC's business department are reviewed, including the development of a model international curriculum for other programs, international exchange programs, high school articulation agreements, and motivational workshops. (TGI)

ED 394 602 JC 960 337

Hudgins, James L.
Using Indicators of Effectiveness To Demonstrate Accountability of Community Colleges.
PUB DATE- 30 Oct 95
NOTE- 13p.; Paper presented at a meeting of the Texas Association of Community College Trustees and Administrators (Austin, TX, October 30, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Accreditation (Institutions);

Family Programs; *Federal Programs; *Financial Support; Grants; Preschool Education; State Government; *State Programs; Welfare Services; Young Children
IDENTIFIERS- *Illinois; Illinois State Board of Education; Project Head Start; Resource and Referral Service; Stakeholders

Families undergo difficulties in trying to negotiate the labyrinth of early childhood services offered in Illinois. Because of the multiplicity of programs and scarce funding, many children and families do not receive the services they need. Coordination among programs and services is also limited. This paper offers background on how the foundations of Illinois' current system were laid, where Illinois is in the process of improving the coordination of services, and how a structure of services can be achieved which efficiently and equitably cares for and educates Illinois' youngest citizens. The following sections are included: (1) Background, including information on the 1989 Child Care Summit, along with the infusion of funds; (2) Current Status, including details on the mega-computer concept, Child Care Resource and Referral (CCR&R), and how to link care with education; (3) National Trends and Models, describing Illinois as a national leader in establishing a statewide system which links parents and providers; (4) Policy Implications; and (5) Alternatives for Action, includes a discussion of nine policy implications and future considerations. Appendices contain details of 30 early education funding streams, including Department of Child and Family Services (DCFS) employment-related child care, Illinois Department of Public Aid (IDPA) programs, Illinois State Board of Education (ISBE) programs, federal programs, and public/private programs. (BGC)

ED 394 620 PS 023 330

Russell, Jill F.
An Evaluation of Middle Level Schooling: Implementation of Programming Concepts in Relation to Student Achievement. Summary.
PUB DATE- Aug 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Curriculum Evaluation; *Early Adolescents; Educational Theories; Elementary Education; *Evaluation Methods; Intermediate Grades; Junior High Schools; *Middle Schools; Program Evaluation; *Student Evaluation
IDENTIFIERS- Middle School Students

This paper summarizes a study undertaken to evaluate the impact of middle-level schooling upon student achievement and to provide information useful to the improvement of early adolescent education. The study drew on the following two theoretical perspectives: (1) middle level theory, which advocates organizing students and teachers and modifying curriculum and instruction to meet the needs and abilities of early adolescents; if six programming aspects are adopted, enhanced developmental and achievement outcomes will be realized; and (2) program evaluation theory, which contributed the models of objective-oriented evaluation and management-oriented evaluation used in this study. The study is significant because most research has focused on goals other than academic achievement or has been inconclusive about achievement. Identifying whether actual middle-level programming has been implemented is often unclear. In this study, educators in 10 middle-level and junior high schools level in 18 states. Twenty-one contracts for full-service child support operations were identified, as were 40 other contracts for collections and related location services; 4 major contractors provide most of these services. Finally, nine contracts were identified for payment processing services, and eight for location services only. This report presents statistical charts of the findings in two appendices. Appendix 1 contains a map showing "Statewide or Local Child Support Privatization Initiatives as of October 1995." Appendix 2 contains an eight-page table of "Contract Information on State and Local Child Support Privatization Initiatives Ongoing or Planned as of October 1995," by state. Information in the table includes type of privatized service, contractor, terms of contract, and types of cases administered. Appendix 3 includes a listing of 12 related General Accounting Office reports related to child support enforcement. (SD)

ED 394 639 PS 023 946

Davis, Leonard
Children of the East.
PUB DATE- 94
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Child Abuse; Childhood Needs; Child Neglect; *Children; Child Welfare; Developing Nations; Family Characteristics; Foreign Countries; Poverty; *Quality of Life; Social Indicators; *Social Problems; Suicide
IDENTIFIERS- Child Prostitution; Hong Kong; Philippines; Singapore; *Southeast Asians; Thailand

It is estimated that by the year 2010, 50 percent of the population of southeast Asia will be under 15 years of age. Based on a research project completed in 1993, this book provides a regional overview of the quality of life for these children, and is targeted not only at those with an academic and professional interest in child care and social policy, but also at the people in Southeast Asia and beyond who are generally unaffected by the concerns being highlighted and discussed, and remain untouched by questions relating to child care policy and practice. The book is divided into four chapters. Chapter 1, entitled "Needs, Rights and Injustices," serves as an introduction to the book, claiming that parents, whether married, cohabiting or single, wish to do their best for their children, and those who fail in their task are most often the victims of their poverty, upbringing, or environment. This chapter also provides information on different kinds of child care facilities in many different Southeast Asian countries. Chapter 2, "Asian Children in Context," provides information in statistical terms on the quality of life of Southeast Asian children. Topics discussed include population growth and family planning. Chapter 3, "Abuse, Neglect and Disease," discusses topics including street children, prostitution, children and war, children in affluent societies, and child suicides. Chapter 4, "Concern and Intervention," discusses the outlook for Southeast Asian children and describes promising programs developed for the care of young children. Contains 20 references. (MOK)

ED 394 640 PS 023 949

Sanoff, Henry

program funds were awarded to grantees. However, some Head Start grantees, as expected, did not spend all of their program funds and carried these unspent funds forward for use in subsequent years. This report to Congress specifies (1) the amount of Head Start funding unspent by program grantees at the end of grantee budget years 1992, 1993, and 1994, and the reasons for these unspent funds; (2) the proportion of carryover funds that was added to grantee awards that offset grantee awards in subsequent years; (3) the proportion of carryover funds that are one or more grantee budget years old; and (4) the grantees' intended use of carryover funds. Appendix 1 discusses the scope and methodology of the study. Appendix 2 lists Head Start grantees included in the representative sample. Appendix 3 lists GAO contacts and staff acknowledgement. Contains 12 figures and 2 tables. (DR)

ED 394 658   PS 024 022

Thomas, Nancy G., Ed.
Social Policy Report, 1993.
PUB DATE- 93
NOTE- 101p.; For 1994 reports, see PS 024 095.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Bilingualism; *Children; Court Litigation; Cultural Pluralism; Ethics; Foreign Countries; Learning Disabilities; Program Evaluation; *Public Policy; *Research Administration; Research Problems; Sexual Abuse; *Special Education; Theory Practice Relationship
IDENTIFIERS- Canada; Informed Consent; *Project Head Start; *Witnesses

Each of the four issues of this newsletter published in 1993 consists of one article dealing with a particular policy debate. Number 1, "Canadian Special Education Policies: Children with Learning Disabilities in a Bilingual and Multicultural Society" (Linda S. Siegel and Judith Wiener), discusses social and cultural factors affecting the education of children with learning disabilities, including policy issues, and bilingualism and multiculturalism. This issue contains 34 references. Number 2, "Using Research and Theory To Justify and Inform Head Start Expansion" (Edward Zigler and Sally J. Styfco), examines Head Start's programs and goals, and addresses issues surrounding the evaluation of Head Start, policy directions (including issues of quantity and quality), and planning for a better, bigger Head Start program. This issue contains 87 references. Number 3, "Child Witnesses: Translating Research into Policy" (Stephen J. Ceci and Maggie Bruck), begins with a discussion of the McMartin preschool (Manhattan Beach, California) child sexual abuse case, and moves on to a discussion of the prevalence of abuse and court involvement. Research on children's suggestibility, including past and present trends, are discussed as are other issues, including policy implications for expert witnesses, the relationship of research to clinical practice, and professional organizations as ethical gatekeepers. This issue contains 97 references. Number 4, "Integrating Science and Ethics in Research with High-Risk Children and Youth (Celia B. Fisher), deals with federal and professional guidelines for research with children and youth, and such issues as informed consent, problems identified during the course of research, generalization of research results to individuals and diverse populations, and recommendations for future policy. This issue contains 102 references. (DR)

PUB DATE- Nov 95
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Agency Cooperation; Budgets; Child Health; Community Programs; Coordination; Day Care; Delivery Systems; Early Childhood Education; Economic Factors; Educational Economics; *Educational Finance; Federal Aid; *Finance Reform; Financial Support; *Fiscal Capacity; Health Services; *Integrated Services; Models; Resource Allocation; State Aid
IDENTIFIERS- *Financial Analysis; Local Control; Localization (Administrative); Local Planning and Assessment Process; *Local Planning and Budgeting Model

This book presents a rationale for developing new approaches to conceptualizing the costs associated with the implementation and operation of models supporting comprehensive, community-based support systems (CCBSS) for children. CCBSS are broad-based approaches that have no single model or specification for reform; the configuration of the model is dependent on the needs, values, and perspectives of the community in which it is developed and implemented. Sections of this paper discuss various models in terms of conducting a flexible community-based cost analysis, identifying the resources needed to support the model, adjusting for marginal cost, and the distribution of cost. A cost template is presented to guide local policymakers through a systematic consideration of the total and marginal costs of the resources necessary to operate CCBSS models in their own communities. The template is intended to be a useful tool for policymakers in early planning stages--as well as those interested in monitoring the costs of initiatives already in operation--to gain a better sense of the types, amounts, and distribution of costs associated with various models of CCBSS. The template is applied to a sample model of a CCBSS. A final section draws conclusions from the previous sections and suggests next steps that should be taken in field-testing and expanding the template. (ET)

ED 394 677 PS 024 086

Cutler, Ira M.
The Role of Finance Reform in Comprehensive Service Initiatives.
PUB DATE- Oct 94
NOTE- 30p.; Paper presented at the Roundtable on Financing for Education and Other Services for School-Age Children (Washington, DC, October 12-14, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Budgets; Community; Economic Factors; Educational Economics; *Educational Finance; Federal Aid; *Finance Reform; Financial Support; *Fiscal Capacity; Government Role; *Integrated Services; State Aid
IDENTIFIERS- California; Colorado; *Financial Analysis; Iowa; Kentucky; Local Control; Localization (Administrative); Local Planning and Assessment Process; Local Planning and Budgeting Model; Maryland; Minnesota; Missouri; New Jersey; New York; Oregon; *Reform Efforts; Tennessee; Texas; Virginia; West

8; Monograph Series No. 1-8.
PUB DATE- 95
NOTE- 520p.
LANGUAGE- English
EDRS Price- MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Development; Community Programs; *Day Care; Early Childhood Education; Employer Supported Day Care; Family Day Care; Foreign Countries; *Integrated Services; Parent Participation; Poverty; Program Implementation; *Rural Areas; Transitional Programs; *Young Children
IDENTIFIERS- *India; *Nongovernmental Organizations

The Suraksha monograph series contains eight volumes which discuss innovative early childhood care and education programs in India, especially those which address the intersecting needs of women, young children, and girls. Each report in this series presents a case study of one program, highlighting its achievements, philosophy and goals, organizational structure, costs or financing, and future plans. Volume 1, "Home Away from Home: Family Day Care in Bombay" (Vrinda Datta), describes a family child care service, including its structure and functioning, policy initiatives, and steps needed for the future. Volume 2, "In Sight--On Site: Day Care for Construction Workers' Children" (Margaret Khalakdina), describes an innovative on-site child care program, including community perceptions, financing, and advocacy and networking. Volume 3, "Little School on the Hill: Child Education in Community Development" (Vasudha Joshi), describes a program developed in Jaunpur. Volume 4, "For the Sake of the Children: NGO-Government Partnership in Child Care" (Kashyap Mankodi), documents the experience of a voluntary organization in the implementation of integrated child development services designed by the state. Volume 5, "Children of the Union: Creches for Women Tobacco Workers' Children" (Harshida Pandit), describes the Self Employed Women's Association (SEWA) and its establishment of a nursery. Volume 6, "Moving Up to School: Community Preschools for the Rural Poor" (S. J. P. Karikalan), describes an attempt to establish pre-primary schools in rural areas. Volume 7, "Another Kind of Child Care: Alternatives for Rural Women" (Rajalakshmi Sriram), describes an innovative program that is need-based, process-oriented, and participatory by nature. Volume 8, "Working Hand in Hand: NGO Government Partnership in Child Care" (Jyoti Sharma), describes an innovative partnership intended to seek support from NGOs to make the Integrated Child Development Services a community program. (DR)

ED 394 696 PS 024 133

Dodd, Anne Wescott
Parents' Perspectives on Teaching and Learning: Implications for Changing Curriculum and Classroom Practice.
PUB DATE- 17 Apr 95
NOTE- 14p.; Paper presented at the International Roundtable Center on Families, Schools, and Children's Learning (San Francisco, CA, April 17, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; *Classroom Techniques; Curriculum Evaluation; *Educational Innovation; *English Curriculum; *High Schools; Large Group Instruction; *Learning

the multi-age classroom, and the advantages and principles of multi-age instruction. The next sections provide overviews of classroom organization, instructional strategies, curriculum, assessment and evaluation, and getting started. Each of these sections includes the overview, results of the changes brought about by multi-age instruction, and advice from the experts. Additional sections address scheduling, grouping strategies, working with Bloom's taxonomy, projects for active learners, using novels for literature instruction, and helping children discover themselves and others. Separate sections address the management of mathematics, authentic assessment and evaluation, and student record forms, with sample forms included. A glossary of terms for multi-age instruction and a listing that includes references, resources, and credits conclude the book. (DR)

ED 394 715 PS 024 170

Meyers, Judith; Kyle, John E.
Critical Needs, Critical Choices: A Survey on Children and Families in America's Cities. A Research Report of the National League of Cities.
PUB DATE- Mar 96
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- After School Programs; *Childhood Needs; Children; *City Government; Community; Community Characteristics; Community Planning; Community Resources; Community Services; *Cooperation; Cooperative Programs; Day Care; Elementary Education; Family (Sociological Unit); *Family Programs; Financial Problems; Financial Support; Housing Needs; *Local Government; Public Officials; School Age Day Care; Statistics; Surveys; Trend Analysis; Urban Areas; Urban Environment
IDENTIFIERS- Family Support; National League of Cities

Local governments are on the front line of responsibility for the welfare of children and families. Increased city efforts and collaboration on behalf of children and families were found by this survey of 780 cities conducted by the National League of Cities (NLC) during 1995. The survey found that nearly two out of three cities are involved in each of the 34 areas of involvement examined. The chapters of this report are: (1) "Introduction" on how the survey was conducted; (2) "The Most Pressing Needs of Children and Families" citing child care as the top concern, with family stability, before- and after-school programs, and housing affordability also listed as pressing needs; (3) "Current Municipal Involvement in Issues Affecting Children and Families," finding the areas of community safety, recreation, neighborhood revitalization, delinquency/youth crime, housing affordability, gangs, and drug and alcohol abuse as main concerns; (4) "Financing Strategies"; (5) "Strengthening Communities through Collaboration," citing 73 percent of cities involved in collaborative activities to address needs of children and families, with partners including non-profit agencies, neighborhood and civic groups, and school superintendents; and (6) "The Current and Future Role of Municipal Government," including predictions by nearly half the responding cities that, in the future, meeting needs of children and families will be harder, eligibility rules will be stricter, and available funds will decrease. (BGC)

ED 394 716 PS 024 171

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Accreditation (Institutions); Child Development; *Child Development Centers; Child Rearing; Cooperation; Curriculum Evaluation; *Day Care; *Early Childhood Education; Educational Assessment; Politics; Preschool Education; Program Content; Public Policy; Sociology; Standards; Young Children
IDENTIFIERS- *Day Care Quality; Family Needs; Historical Background; *National Association Educ of Young Children; Quality Indicators

The year 1995-96 marks the 10th anniversary of NAEYC accreditation. This collection brings together essays that examine what educators have learned from the past decade along with future directions for accreditation. The chapters focus on three broad themes: (1) effects of NAEYC accreditation on program quality and outcomes for children; (2) lessons learned from accreditation; and (3) relationships between NAEYC accreditation and public policy. The chapters are (1) "The First Decade of NAEYC Accreditations: Growth and Impact on the Field" (Sue Bredekamp and Stephanie Glowacki), describing the sociopolitical and historical context behind NAEYC's accreditation system; (2) "The Quality of Work Life in Early Childhood Programs: Does Accreditation Make a Difference?" (Paula Jorde Bloom); (3) "The Effects of Accreditation on Care in Military Child Development Centers" (Gail L. Zellman and Anne S. Johansen); (4) "NAEYC Accreditation as an Indicator of Program Quality: What Research Tells Us" (Marcy Whitebook); (5) "Accreditation of Johnson and Johnson's Child Development Center" (Carollee Howes and Ellen Galinsky); (6) "Using a Statistical-Indicator of Methodology for Accreditation" (Richard Fiene); (7) "Accreditation: Process or Product?" (Annette Sibley and Martha Abbott-Shim); (8) "The Challenge of Responding to Individual and Cultural Differences and Meeting the Needs of All Communities" (Gayle Cunningham); (9) "Facilitated Accreditation Project" (Lori Harris and others); (10) "The Accreditation Facilitation Project: A Community Climate Ripe for Collaboration on Quality" (Judith G. Goldfarb and Deborah Flis); (11) "The Role of Accreditation in Public Policy" (Louise Stoney); (12) "Licensing and Accreditation: How Much Quality is Quality?" (Gwen Morgan); (13) "What Do Parents Want? Can We Create Consumer Demand for Accredited Child Care Programs?" (Barbara Reisman); and (14) "Creating a Market for Quality through NAEYC Accreditation" (W. Steven Barnett). (BGC)

ED 394 735 PS 024 210

Commissioner's Task Force on Parent Involvement in Head Start. Final Report.
PUB DATE- Apr 87
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Caregivers; Cooperation; Decision Making; Early Childhood Education; Evaluation; *Parent Participation; Parent Role; Questionnaires; Young Children
IDENTIFIERS- *National Head Start Association; *Project Head Start; Task Force Approach

The National Parent Involvement Task Force was created in April 1985 by the Commissioner of the Administration for Children, Youth and Families of the Department of Health and Human Services to review parental involvement in Head Start. The final report's sections include: (1) statement of the chairman

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Programs; *Disabilities; *Education Work Relationship; Graduate Study; Higher Education; Inservice Teacher Education; Interdisciplinary Approach; Practicums; Program Descriptions; Program Evaluation; *Rural Areas; Rural Education; *School Counselors; Secondary Education; Special Education; *Vocational Rehabilitation
IDENTIFIERS- *West Virginia University

The West Virginia University Special Education Transition Project trains school guidance and rehabilitation counselors to support disabled students during school-to-work transition. Specifically, project goals are to develop, refine, and implement programs that provide school and rehabilitation counselors with transition and special education competencies to effectively serve individuals with disabilities; provide an externship for trainees to apply and demonstrate newly acquired competencies; measure the impact of the program on services for disabled people; disseminate information to those who complete the program; and internalize program concepts into graduate programs at West Virginia University's College of Human Resources. Ninety-one counselors, counselor trainees, teachers, and doctoral students received 426 credit hours of training. Competency areas covered by the training included advocacy, career education and guidance, case management issues, community and adult service agencies, community survey and job location, interagency cooperation, interdisciplinary team-building, transition curriculum, transition program models, and vocational evaluation. Participants also completed a 13-week externship. Of participants who evaluated the program, 95 percent reported that increased awareness of transition issues was the primary benefit of the project; 69 percent reported that the training facilitated opportunities for school personnel and community counselors to exchange ideas and concerns regarding transition of disabled students; but only 25 percent were able to confirm that professionals surveyed during their externship were acting to improve transition for disabled students. (LP)

ED 394 753 RC 020 552

Rude, Harvey; Gorman, Roxanne
Navajo Nation Teacher Education Initiative.
PUB DATE- Mar 96
NOTE- 6p.; In: Rural Goals 2000: Building Programs That Work; see RC 020 545.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *American Indian Education; American Indian Reservations; *Consortia; Educational Policy; Elementary Secondary Education; Higher Education; *Intercollegiate Cooperation; *Minority Group Teachers; *Navajo (Nation); Preservice Teacher Education; Rural Areas; Rural Education; *Teacher Education Programs; Teacher Recruitment; Tribally Controlled Education
IDENTIFIERS- *Navajo Reservation

The Navajo Teacher Education Initiative was developed in 1992 to improve the quality of Navajo education through the recruitment and training of prospective Navajo educators. Currently, the 242 schools on or near the Navajo Nation are staffed primarily

see RC 020 545.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; *Delivery Systems; *Distance Education; Higher Education; Hypermedia; Information Networks; *Inservice Teacher Education; *Instructional Innovation; Internet; Internship Programs; Models; Multimedia Instruction; *Rural Schools; *Special Education Teachers; Telecommunications
IDENTIFIERS- Kansas State University; University of Utah

Providing inservice education for rural special education personnel is often a problem. Educational technology offers inservice and preservice education at rural sites and brings the "rural context" to university classrooms. This paper presents three models that employ technology to prepare personnel to serve rural children with disabilities. The Department of Special Education at the University of Utah developed a model for delivering teacher education at a distance. The four basic components of this program are: (1) recruiting local rural teacher candidates; (2) identifying and training master educators for on-site facilitation; (3) utilizing telecommunications technology for communication and course delivery; and (4) designating a distance education coordinator. Kansas State University developed electronic delivery of an internship course required for certification in special education. Students must have access to a computer and the Internet, and communicate with instructors, advisors, and each other utilizing E-mail. Using the FirstClass System, students access materials and instructions developed by the instructors, and leave completed assignments on the server for faculty and other students to view and provide feedback. This delivery system is particularly appropriate for highly individualized and self-directed courses, such as this internship. KSU also developed a series of multimedia training modules about child and family issues. These interactive modules combine the benefits of hypertext and hypermedia and are easily transportable to rural settings. Compared to traditional instructional methods, the development of interactive multimedia instruction is complex, labor-intensive, and expensive, but has the advantages of timeliness, flexible training periods, effectiveness, and multiple applications. (Contains nine references.) (TD)

ED 394 769 RC 020 568

Ludlow, Barbara L.; And Others
Fostering Integration in Rural Classrooms: The Mainstream Practicum Project.
PUB DATE- Mar 96
NOTE- 9p.; In: Rural Goals 2000: Building Programs That Work; see RC 020 545.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; Inclusive Schools; Inservice Teacher Education; *Mainstreaming; *Practicums; Program Descriptions; *Program Design; *Regular and Special Education Relationship; *Rural Education; Special Education Teachers; *Teacher Certification; Teacher Competencies; Teacher Education

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Education; College Students; Family Influence; Higher Education; *Mothers; *Navajo (Nation); *Nontraditional Students; *Preservice Teacher Education; Reservation American Indians; Special Education Teachers; Student Adjustment; *Student Attitudes; Student Experience; Teacher Education Programs

This paper discusses the impact that participating in a teacher preparation program has had on Navajo mothers. Mothers play a very central role in Navajo culture, and such impacts, both positive and negative, are important not only to program participants, but also to those working in Indian communities. Informal surveys were conducted with 20 Navajo mothers enrolled in the Rural Special Education Project (RSEP), a program that focuses on recruiting Native American students and on preparing students to be special education teachers in Indian schools in rural and remote areas. All RSEP participants (Native and Anglo) live in or around Kayenta (located on the Navajo Reservation in northeastern Arizona) during the program. Survey questions examined such areas as student organization of time for family and study, family obligations, coping with stress, obstacles related to being an older student and having lost academic skills, influence of home environment, advice for future RSEP students, student strategies for getting through the program, and effects of educational experiences on student's quest to become a teacher. Most mothers said that family was their first priority. Other responses focused on the importance of an understanding spouse and family, time management and organization, determination and commitment to the program, and the support given to students by local teachers and administrators. (SV)

ED 394 786 RC 020 585

Witt, Sheree; Howell, Ruth
Developing a Satellite Educational Program for Deaf and Hard of Hearing Students Residing in a Rural Setting.
PUB DATE- Mar 96
NOTE- 8p.; In: Rural Goals 2000: Building Programs That Work; see RC 020 545.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Deafness; *Educational Cooperation; Elementary Education; Elementary School Students; *Institutional Cooperation; Parent Participation; Partial Hearing; Program Development; *Rural Education; Satellite Facilities; *Special Education
IDENTIFIERS- *Allegany County Public Schools MD; Maryland (West); *Maryland School for the Deaf

The Allegany County School System and the Maryland School for the Deaf (MSD) have collaborated to develop a satellite program that brings MSD educational services to hard-of-hearing and deaf elementary students in rural western Maryland. In the past 5 years, the number of hearing-impaired preschoolers in Allegany and Garrett Counties increased such that a satellite elementary program became feasible. Parents expressed their desire to keep their children at home rather than sending them to MSD at kindergarten age. The Maryland State Department of Education provided technical assistance and financial support

Shevick, Ed
Science Action Labs Part 3: Puzzlers. An Innovative Collection of Hands-On Science Activities and Labs.
PUB DATE- 95
NOTE- 55p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Elementary Secondary Education; Heat; Magnets; Mechanics (Physics); *Problem Solving; *Science Activities; Science Equipment; Science Experiments; *Science Instruction; *Science Materials
IDENTIFIERS- *Discrepant Events (Science)

This book contains hands-on science laboratory activities for grades 4 through 9 that use discrepant events to challenge students. All of the "puzzlers" are based upon science principles and include directions for building gadgets that explain the "puzzlers." Topics covered include: volume conservation, magnetic phenomena, optical illusions, acceleration and velocity, center of gravity, Bernoulli's principle, tree growth, perpetual motion, heat transfer, projectiles, melting, and carbon dioxide. (MKR)

ED 394 812 SE 058 207

Pacific Standards for Excellence in Mathematics.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 95
NOTE- 124p.; For Pacific Standards for Excellence in Science document, see ED 393 692; for Pacific Standards for Excellence in Teaching, Assessment, and Professional Development document, see SP 036 598. Developed by the Pacific Mathematics Leadership Team.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Learning Activities; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; *Standards
IDENTIFIERS- NCTM Curriculum and Evaluation Standards; *Pacific Region

This document represents collaborative efforts to define what is valued and necessary in mathematics education for Pacific region children. Underlying assumptions to these standards include constructivism, communication, problem solving, connections, time for learning, and challenge for all students. The majority of the document contains the standards which are grouped into three grade-level sections, K-4, 5-8, and 9-12, and are based largely on the National Council of Teachers of Mathematics' Curriculum and Evaluation Standards. Each standard is described and a sample activity is given. The epilogue discusses curriculum development, textbooks, instruction, alternative assessment, teacher in-service programs, preservice education, and technology. (MKR)

ED 394 813 SE 058 216

Jasmine, Grace; Jasmine, Julia
Activities for Math: Cooperative Learning Lessons. Challenging.

Education; *Inquiry; *Student Attitudes; Teacher Attitudes; Teaching Methods
IDENTIFIERS- *Nature of Science

This study examined intermediate and middle school level classrooms to describe the relationship between teacher and student understandings of inquiry-oriented instruction. Student understanding of the nature of science within the context of this instruction was also examined. Twenty-seven students from grades 4-6 were interviewed to evaluate their knowledge in a topic selected by the teacher, their understanding of the nature of science, and their perceptions of specific teaching practices. Results indicate a consistency between teacher perceptions and student perceptions of inquiry-oriented instruction. Students valued teacher explanations, questioning, and solicitation of student ideas. The uncertain state of knowledge that arose from lengthy exchanges leading to inconclusive results was generally acceptable to students and was consistent with teacher intentions to solicit student ideas and to generate discussion among students about science concepts. Students differed with respect to how often they questioned the relevance of instruction but all agreed that questions of relevance would be greeted with respect and, in some cases, even encouraged by their teacher. It was concluded that student understanding of the nature of science led to a meaningful interpretation of classroom experience of inquiry-oriented instruction. Implications for science teaching are discussed. (JRH)

ED 394 834 SE 058 320

Shore, Linda S.
Developing Gender Equity at Home: The Influence of the Exploratorium "Science at Home" Project on Parental Attitudes, Perceptions, and Behaviors.
SPONS. AGENCY- National Science Foundation, Arlington, VA.; Pacific Telesis Foundation, San Francisco, CA.
PUB DATE- 2 Apr 96
NOTE- 32p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (St. Louis, MO, March 31-April 3, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; *Parent Attitudes; *Parent Participation; Science Activities; Science Careers; Sex Differences; Surveys; *Womens Education
IDENTIFIERS- *Gender Issues

The primary goal of the Exploratorium "Science At Home" project is to provide parents with activities that help foster a culture of learning in their homes. This study explores the impact of this program on family participation in science related activities, parental attitudes toward science, parental participation in science, and parental perceptions of their child's ability to do science and choose science as a career. A 50-item "gender questionnaire" was used to collect data. The demographics of the participants in the project support the theory that well-educated professional parents tend to create home environments that support scientific curiosity and nurture interest in science. Results indicate that it is possible for informal science education centers to create home-science activities that encourage active participation by both women and young girls. Other findings include: the project did not

Gutierrez, Robert; And Others
Florida City & County Government. A Teacher Handbook for the High School Level.
PUB DATE- Apr 91
NOTE- 1,118p.; For a condensed reference version, see SO 024 894.
LANGUAGE- English
EDRS Price- MF08 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Civics; High Schools; Instructional Materials; Law Related Education; *Local Government; Local Issues; Municipalities; Secondary Education; Social Studies
IDENTIFIERS- *Florida

Designed to remedy student's lack of opportunity to learn about the decision making process at the city or county government levels, this teacher handbook focuses on local government in Florida. The subject areas around which units and corresponding lessons are developed include: (1) the foundations of local government, history, legal roles, home rule, and forms of local government; (2) local government services; (3) local government finances; (4) key officials and elections; (5) public participation in local government--influencing local government decisions, serving as members of local government boards and committees, careers in local government, and running for local government office; (6) current local government issues, water management, solid waste management, public safety, and transportation; (7) growth management at the local government level; and (8) municipal incorporation and boundaries. Lessons are designed to provide students with information about local government in Florida and activities which seek to engage students in hands on operations. The volume is supplemented with four appendices containing a glossary, a list of available videotapes, a 44-item bibliography, and an appendix titled, "Getting to Know Your City and County Governments," which contains a 643-page listing of all the city and county governments within Florida and a profile for each respective government, based on a June 1990 survey by the Florida League of Cities. The profiles contain such information as the mailing address, main telephone number, population, form of government, assistance available to schools, a history, financial information and innovative programs. Note that most curriculum handbooks contain survey information for the respective county school district only (surveys for the county government and its respective city governments within that county area). (RJC)

ED 394 856 SO 025 085

Gregorio, Lucille C.; And Others
Education in Asia And The Pacific: Reviews, Reports, and Notes.
PUB DATE- 94
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - Serials (022)
DESCRIPTORS- Asian Studies; *Educational Technology; Foreign Countries; Higher Education; Secondary Education; Teaching Models
IDENTIFIERS- *Asia; Technology Integration

*Geographic Concepts; *Geography; *Geography Instruction; Global Education; *Maps; *Map Skills; *Social Studies

This book focuses on improving geography skills and knowledge of basic concepts for grades 4-8, through a variety of activities and resources. The book is divided into six sections that combine to make it convenient for use. The sections include: (1) "Map Reading Skills"; (2) "Geography Concepts and Definitions"; (3) "Peoples of the World"; (4) "A Planet in Peril"; (5) "Geowords"; and (6) "Map Section." The messages of conservation and ecology are empowering to students as they address the future of the planet. (EH)

ED 394 878   SO 026 109

Smith-Shank, Deborah L., Ed.; Hausman, Jerome J., Ed.
Evaluation in Art Education.
PUB DATE- 94
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement; *Art Education; Core Curriculum; Criteria; Curriculum Evaluation; Educational Change; Elementary Secondary Education; *Evaluation; Evaluation Criteria; Evaluation Methods; Evaluation Needs; Evaluation Problems; Performance Based Assessment; Performance Factors; Portfolio Assessment; Standards; Student Evaluation; *Visual Arts

This manual presents information about student learning, assessments, and evaluation, and gives practical suggestions for aiding student achievement in the visual arts. The Introduction, (1) "Finding Tar Beach: A Context for Assessment" (Deborah Smith-Shank) reminds educators that evaluation, assessment, and judgment procedures selected should make sense within parameters of knowledge transmission, transaction, and transformation. (2) "A Period of Challenge and Opportunity" (Jerome J. Hausman) sees art standards and evaluation as symbiotic, and places the role of evaluation in the context of educational reform with art as a basic component of the core curriculum for all students. (3) "Looking at Evaluation: What Good is It?" (E. Manley Delacruz) considers varying perspectives, methods, and purposes that shape the enterprise of educational evaluation. (4) "Evaluation of Individual Student Learning" (L. Willis-Fisher) gives perspectives on evaluation, an overview of methods currently being used in the field, a section on portfolio process, descriptions of evaluation methods, examples of performance-based assessment, and rubrics developed by teachers. (5) "A Working Evolution of a Criterion-Referenced Rating Scale" (Marilyn Schnake) presents a rating scale designed for use by 3 levels of users, the student, the classroom teacher, and the art specialists. (6) "Response: Discussion and Beyond the Beginning" (Carmen Armstrong) is a response to previous chapter topics. (NP)

ED 394 879   SO 026 111

Bobbett, Gordon C.; And Others
Course Work, Instrumental Specialty Skills, and Musical Philosophy: Activities and Experiences That Impact College Students' Musical Independence.
PUB DATE- Apr 95
NOTE- 37p.; Paper presented at the Annual Meeting of the American

Epper, Rhonda Martin
Coordination and Competition in Postsecondary Distance Education: A Comparative Case Study of Statewide Policies.
PUB DATE- 11 Apr 96
NOTE- 48p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Comparative Analysis; Competition; Cooperative Programs; *Distance Education; *Educational Policy; Higher Education; Program Development; *Public Policy; *Statewide Planning; Technological Advancement
IDENTIFIERS- Colorado; Maine; Minnesota

A study examined the experiences of three states (Minnesota, Maine, Colorado) concerning the development of distance education at the postsecondary level, and the implications of each state's public policy approach. The study's principal objective was to better understand the forces for coordination and competition in state systems of higher education by examining state policies and structures for distance education, and secondarily, to combine higher education and business conceptual models to explain changes brought about by technology. Data were gathered from planning and policy documents on distance education in the state higher education executive officers' libraries and from interviews with 10-15 key informants in each state. Data analysis reduced the information to case study form. The three case studies are presented here, as are findings and policy implications concerning distance education and competition, structures, and statewide coordination. The paper concludes that coordination and competition can and must co-exist, that careful consideration of the economic and organizational decisions needed is crucial to success, and that states and institutions are responding to new market demands. (Contains 44 references.) (MSE)

ED 394 438 HE 029 132

Hess-Quimbita, Grace; Pavel, Michael
Assessing an Environmental Attitude Development Model: Factors Influencing the Environmental Attitudes of College Students.
PUB DATE- Apr 96
NOTE- 54p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; College Outcomes Assessment; *College Science; College Students; Curriculum Design; Curriculum Development; *Environment; Higher Education; Institutional Characteristics; Longitudinal Studies; Models; Political Attitudes; *Science Curriculum; Science Education; Sex Differences; *Student Attitudes; Student Characteristics; Student Experience
IDENTIFIERS- *Cooperative Institutional Research Program; *Environmental Attitudes

A study investigated factors affecting the development of positive attitudes toward environmental issues among college

the 1994 New Jersey Higher Education Restructuring Act.
PUB DATE- Dec 95
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Government School Relationship; Higher Education; Institutional Cooperation; *Planning Commissions; *Public Education; Public Officials; *State Boards of Education; State Colleges; *State Legislation; State Regulation; State Standards; Statewide Planning
IDENTIFIERS- New Jersey

This report offers background information on the restructuring of higher education in New Jersey's State Department and Board of Higher Education in 1994, focusing primarily on the substance of the proposals, components of the legislation, and the process through which the changes were developed. Political debates and dimensions are not addressed except as they relate to the substantive issues raised by the new structure. During the 1970s and 1980s, New Jersey's higher education structure had features of comparatively decentralized institutional governance and strong State regulatory control. Prior to the Higher Education Restructuring Act of 1994, the autonomy of state colleges was even more limited than that of state universities because of overlapping authority and roles; the state's higher education structure was classified as a strong regulatory coordinating board state. The new structure eliminated the Board of Higher Education and the Department of Education and placed greater governance responsibility and authority on each public college's and university's board of trustees. The Commission on Higher Education was created, composed largely of lay members appointed by the governor and confirmed by the state Senate. An advisory board of all state public and independent college and university presidents was also created. Lessons and observations learned that may be relevant to other states are summarized. An appendix includes a side-by-side comparison of the highlights of New Jersey's previous and new higher education structure. (NAV)

ED 394 458 HE 029 154

Sawyer, Richard
Assessing the Effectiveness of Course Placement Systems in College.
PUB DATE- 10 Apr 96
NOTE- 65p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, NY, April 10, 1996).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Admission (School); Educational Diagnosis; *Educational Testing; Higher Education; *Placement; *Remedial Mathematics; Remedial Programs; Screening Tests; Student Evaluation; *Testing
IDENTIFIERS- *Decision Theory; *Entry Level Mathematics Examination

This paper illustrates how statistical decision theory can be used to model aspects of the effectiveness of a course placement system. The illustration is based on data from students who enrolled in a first-year mathematics course at a midwestern university. To model the placement of students, the not choosing a college were related to costs and institutional academic reputation. Appendices provide additional data on the representativeness of survey respondents and sample comments from respondents. (CK)

ED 394 475 HE 029 171

The Long and Winding Road: Retention, Attrition, and Graduation of OSSHE Freshmen Entering 1986-87. A Report to the Oregon State Board of Higher Education.
PUB DATE- Oct 94
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Persistence; *College Freshmen; College Graduates; College Students; Educational Attainment; *Graduation; Higher Education; *Public Colleges; *School Holding Power; *Student Attrition
IDENTIFIERS- Eastern Oregon State College; *Oregon; Oregon Institute of Technology; Oregon State University; Portland State University OR; Southern Oregon State College; University of Oregon; Western Oregon State College

This study examined the retention, attrition, and graduation rates of 7,170 freshmen entering the Oregon State System of Higher Education during the 1986-1987 academic year. For the state system overall, 51.1 percent of freshmen received a bachelor's degree. On a school level, the matriculation rate varied from 62.9 percent at Oregon State University to 22.8 percent at Eastern Oregon State College; 43.9 percent of students graduated from the institution they entered as freshmen. Six-year graduation rates in selected public institutions in the West are provided for comparison. Highest attrition rates among Oregon freshmen occurred in the first year; by the fifth and sixth years, students who had stopped out started to return, yielding negative attrition rates in some cases. Results of the study are compared with national data. Numerous tables and graphs present data on demographic variables and academic preparation. (JPB)

ED 394 476 HE 029 172

Higher Education: Assessment and Accountability.
PUB DATE- 21 Apr 95
NOTE- 28p.; Prepared for the Oregon State Board of Higher Education.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Outcomes Assessment; *Educational Assessment; *Educational Quality; Evaluation Methods; Higher Education; Models; *State Colleges; State Programs; State Universities; Student Evaluation
IDENTIFIERS- Eastern Oregon State College; *Oregon; Oregon State University; Portland State University OR; Southern Oregon State College; University of Oregon; Western Oregon State College

This report describes the model used by the Oregon State System for Higher Education to assess the impact of higher education on the growth and change in students as a result of participation in higher education. The model prescribes assessments of general knowledge and abilities, learning environment, major field knowledge, degree completion, MATHLINE, whose first project involved facilitating electronic communication among mathematics teachers nationwide. This document describes a study which examined the members' reasons for joining such a group (MATHLINE in particular), the types of communication fostered, and the perceived benefits of involvement. Messages were downloaded and sorted into statements, questions, and replies. Statements were further scrutinized for elements of fact, opinion, and parable. Questions were subdivided into the pragmatic and the programmatic. Results indicated that replies, whether answers or supporting evidence or yet more questions, were the most frequent kind of teacher-to-teacher online communication. It is hoped that analysis of these messages might be carried further into research on the roles played by different members of an online learning community and the communication patterns between them. Many sample messages are included verbatim. (Contains 13 references.) (BEW)

ED 394 497 IR 017 798

O'Connell, Ann Aileen; And Others
Formative Evaluation of the HyperProb Tutoring System for Probability Problem-Solving.
PUB DATE- Apr 96
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Error Patterns; *Formative Evaluation; Graduate Students; Higher Education; *Hypermedia; Individualized Instruction; *Instructional Effectiveness; Instructional Materials; *Intelligent Tutoring Systems; *Mathematics Instruction; Pacing; Probability; Problem Solving
IDENTIFIERS- Automated Tutoring; *Hypercard; Navigation (Information Systems)

HyperProb is a Hypercard tutoring system designed to help students develop an effective step-by-step schema for solving probability problems. With this program, students are able to select areas they wish to study via hypermedia links and develop an understanding of terminology and procedures at their own pace with continued reinforcement. Nine graduate students in counseling assisted in the HyperProb evaluation by using the tutor and attempting to solve seven probability programs. They then answered questions about their satisfaction with the content, pace, depth, and navigability of the program. Overall, students reported liking the self-paced nature of the tutor, but had difficulty linking to the next unit until after one was completed. Results indicated that most students felt it would be optimal to have a teacher available while using the tutor, rather than having HyperProb as a "stand alone" instructor. Researchers not only incorporated suggestions back into the program but also studied errors made on the seven problems to shed light on the program's possible weaknesses. A copy of the seven probability problems and a summary of common errors are appended. (BEW)

ED 394 498 IR 017 799

Hawkins, Isabel; Battle, Robyn
Science-On Line: Partnership Approach for the Creation of

classes was bilingual. Two of the classrooms were from suburban New York. Using tangram puzzles of varying difficulty, the researcher found that students who viewed a video gave up on hard puzzles and opted for easier ones sooner than students who has previously been engaged in more active treatments of the same topic. Five figures and three tables illustrate the results. (Contains 25 references.) (BEW)

ED 394 515 IR 017 816

Shirley, Randy
Improving Junior High School Teacher Computer Literacy through the Use of an Electronic Gradebook.
PUB DATE- Feb 96
NOTE- 170p.; Master's Research Paper (Final Report), Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Anxiety; *Computer Literacy; *Computer Managed Instruction; Educational Technology; Grade 8; Grade 9; *Grading; *Junior High Schools; *Teachers
IDENTIFIERS- Computer Use

The instructional program presented in this paper was implemented to improve the computer literacy and reduce computer anxiety of the teachers at a junior high school that serves 8th and 9th graders in the southeastern United States. The target group was 65 teachers at the site. The program consisted of 6 hours of instruction and hands-on activities in the use of a computerized gradebook program and continuous on-site support for 12 weeks. Objectives of the program were: an increase of teacher usage of an electronic gradebook to 69% of the total faculty; a score of at least 80% on a post-training test by at least 69% of the faculty; the installation and proper usage of a reformatting program for downloaded class rosters for the gradebook program; and a low level of computer anxiety demonstrated by 69% of the faculty. Objectives of the program were measured by the inspection of teacher's electronic gradebooks, a post-treatment final test, an inspection of reformatted class rosters, and a post-treatment survey. Only the objective related to the reformatting program was met; however, satisfactory improvements were made in all other areas and important insights were gained. Appendices include survey form and results, sign-up form, syllabus, lesson plans, student materials, final test, slides, class survey form and results, formatting program, download instructions, and permission to reproduce. Contains 22 references. (Author/AEF)

ED 394 516 IR 017 817

Shick, Robert W.
Implementation of Technology in the Classroom.
PUB DATE- Mar 96
NOTE- 75p.; Master's Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Anxiety; *Computer Software; Computer Uses in Education; Grade 6; Intermediate Grades; Knowledge Level; Measurement Techniques; *Program Development; Program Evaluation; Resource Allocation; School Surveys; *Skill

management effort, it is also important that a proactive approach be taken and that individuals do not try to simply ignore potentially violent situations. In addition, campuses should develop a policy and plan for all employees to help them recognize and respond to workplace violence. Recommended emergency response procedures are included. Contains 14 references. A sample board policy and regulations for workplace violence are appended. (TGI)

ED 394 533   JC 960 250

Browne, Joseph, Ed.
The AMATYC Review, Volume 17. Numbers 1-2, Fall 1995-Spring 1996.
PUB DATE- 96
NOTE- 174p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Mathematics; Community Colleges; *Computer Uses in Education; Curriculum Development; Functions (Mathematics); Mathematical Applications; *Mathematical Concepts; *Mathematical Formulas; *Mathematics Anxiety; *Mathematics Instruction; Mathematics Teachers; Technical Mathematics; Two Year Colleges

Designed as an avenue of communication for mathematics educators concerned with the views, ideas, and experiences of two-year college students and teachers, this journal contains articles on mathematics exposition and education and regular features presenting book and software reviews, classroom activities, instructor experiences, and math problems. The first of two issues of volume 17 includes the following major articles: "Elementary Probability and Process Control," by J. Susan Milton; "Solutions to X to the Y Power = Y to the X Power and Related Equations," by Yuanqian Chen and Charles Waiveris; "An Out of Math Experience: Quadratic Equations and Polynomial Multiplication as Used in Genetics," by Gregory Fiore; "Foreshadowing as an Assessment Vehicle for Instruction and Problem Design," by Russell Jay Hendel and Dona V. Boccio; "Using Number Theory to Reinforce Elementary Algebra," by Jane D. Covillion; "A Mathematics Educators' Guide to Internet Gophers, " by Jon W. Scott and Elizabeth J. Teles. The second issue of volume 17 contains the following major articles: "Cramer's Rule," by Veena Chadha; "Divisibility Discoveries," by Richard L. Francis; "Tax-Sheltered Annuities," by Harris S. Shultz and Martin V. Bonsangue; "Modeling Data Exhibiting Multi-Constant Rates of Change," by Edward D. Laughbaum; "Strategies for Affecting the Affective Domain: A Math Anxiety Reduction Guide," by Rosemary M. Karr; and "Active Learning in Statistics Supports Students' Understanding," by Mary M. Sullivan. (MAB)

ED 394 534   JC 960 251

Aliff, John Vincent
Faculty and Administrator Opinions on Management by Objectives (MBO) at DeKalb College.
PUB DATE- 30 Apr 94
NOTE- 12p.; Paper presented at the Annual Meeting of the Georgia Academy of Sciences (71st, Kennesaw, GA, April 30, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Administrator Role;

Further, entrepreneurial leaders must quickly assess situations, build consensus, visualize a plan, communicate the plan, and seek the necessary resources to implement the plan. Leaders must also push their faculty to demonstrate more initiative, risk-taking, and resourcefulness. While leaders should strive to consolidate their power in difficult times, they must balance this with efforts to properly delegate responsibility within the institution. Finally, entrepreneurial leaders must be supportive of those higher up in the institution, and they must foster a willingness to provide superiors the benefit of the doubt about their decisions. (MAB)

ED 394 551 JC 960 286

Mee, Gail
Chairs' and Deans' Commitment to Continuous Improvement: Measuring Departmental Effectiveness through Program Review.
PUB DATE- Feb 96
NOTE- 7p.; In: The Olympics of Leadership: Overcoming Obstacles, Balancing Skills, Taking Risks. Proceedings of the Annual International Conference of the National Community College Chair Academy (5th, Phoenix, AZ, February 14-17, 1996); see JC 960 276.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *Administrator Role; College Outcomes Assessment; Community Colleges; Course Objectives; Models; Program Effectiveness; *Program Improvement; *Self Evaluation (Groups); Two Year Colleges

Program reviews provide department chairs and faculty with vital information about the need for their program, changes that can improve the program's viability, and needs for resource allocation. In addition, well-designed reviews will determine program effectiveness and lead to improvements in program quality. In recent years, the role of program review has become increasingly important due to demands of external constituencies, diminishing resources, and new strategic management techniques. While every college is unique and must develop its own program review techniques, research shows that successful reviews assess the quality of program results, compare program objectives to results, provide information for revising program goals and content, and are formally approved by faculty. An ideal model for program review, which could be adapted by different institutions, should include the following four steps: (1) clarify program goals and objectives to establish purposes and identify goals in terms of measurable objectives; (2) describe the program by describing such program inputs as requirements, faculty credentials, and institutional resources; (3) assess program outcomes based on objectives; and (4) state future plans for the program. Finally, it is critical that deans and department chairs play a leadership role in program review to ensure support among faculty. (BCY)

ED 394 552 JC 960 287

Kerwin-Vaca, MaryAnn
Challenges and Opportunities in Chairing Multi-Disciplinary Departments.
PUB DATE- Feb 96
NOTE- 7p.; In: The Olympics of Leadership: Overcoming Obstacles, Balancing Skills, Taking Risks. Proceedings of the Annual

Administration; *Educational Planning; Foreign Countries; *Higher Education; *Organizational Change; Organizational Development; Organizational Objectives; *Organizational Theories

The development of modern planning theories and strategies, as applied to higher education, has been both contentious and inconsistent. Planning originated as a management function and responsibility, but by the 1960s, analysts, statisticians, and strategists were providing the rationales for the major planning decisions. The inflexibility of rational planning to change led to its discredit in the following decade and by the early 1980s, strategic planning was in the forefront of planning theory. The ongoing challenge for planners has been to find a balance among the intuition, judgments, values, and analytic processes necessary for effective decision-making and to make the planning climate congenial to creative, conceptual, and enthusiastic thinking. Planners have had to concede that planning must be recursive rather than a linear sequential activity, and that change requires structural rather than merely incremental responses. Higher education has experimented with a number of planning approaches intended to introduce more quantifiable data into decision-making processes, including management-by-objectives and zero-based budgeting, but the complexity and time-intensity of these approaches, as well as their unsuitability to academic culture, have limited their success. A successful organizational strategy should focus on quality improvement but also accept discontinuity as a fact of organizational life. Specifically, such a strategy should create foresight, develop scenarios to help groups think about the future, promote leadership, assume that quality is the goal, and maintain flexibility. Contains 33 references. (TGI)

ED 394 569 JC 960 304

Desjardins, Carolyn

Gender Based Teambuilding: Strengths Men and Women Bring to Effective Leadership Teams.

PUB DATE- Feb 96

NOTE- 12p.; In: The Olympics of Leadership: Overcoming Obstacles, Balancing Skills, Taking Risks. Proceedings of the Annual International Conference of the National Community College Chair Academy (5th, Phoenix, AZ, February 14-17, 1996); see JC 960 276.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrator Behavior; *College Administration; Community Colleges; Females; *Leadership Qualities; Leadership Responsibility; *Leadership Styles; Males; Moral Development; Moral Issues; *Moral Values; *Sex Differences; Sex Role; *Social Values; Two Year Colleges

Studies indicate that men and women utilize different moral orientations and leadership styles in their various leadership roles. The concept of moral orientation, or the way in which individuals respond to moral dilemmas, is important to the study of leadership because a leader's orientation shapes a person's values, behaviors, and leadership styles. Moral orientation takes two major forms: a justice/rights orientation and a care/connectedness orientation. The justice/rights orientation toward moral reasoning emphasizes the movement toward objectivity and universality as the ideal and requires that agents treat others fairly and avoid interfering with their rights. Individuals using the care/connectedness enrollments, and greater scrutiny by governing boards require institutions of higher education to redesign processes and systems to survive. Despite resistance to Total Quality Management (TQM) in academia, it can provide the tools to implement systemic change and quality improvement. Continuous improvement is not an event or a program, but a process predicated on a long-term organizational commitment to fundamental change and requiring a high level of commitment and strong leadership. Essential tools in implementing a change process include Deming's Plan-Do-Check-Act cycle, which provides a road map for identifying potential areas of improvement, pilot-testing remedies, evaluating effects, and institutionalizing the changes. Other tools include the use of control charts, scatter diagrams, and new management plans and practices to map existing processes, identify areas for action, set priorities, measure results, and determine directions for future improvement. Finally, key elements that can help ensure success include maintaining a focus on customers, primarily students, and maintaining leadership to guide and sustain the endeavor. Contains 11 references. (BCY)

ED 394 586   JC 960 321

Burgess, Michael; And Others
A Process for Determining What Business and Industry Want and Need from Our Graduates.
PUB DATE- Feb 96
NOTE- 8p.; In: The Olympics of Leadership: Overcoming Obstacles, Balancing Skills, Taking Risks. Proceedings of the Annual International Conference of the National Community College Chair Academy (5th, Phoenix, AZ, February 14-17, 1996); see JC 960 276.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; Community Colleges; *Curriculum Development; *Educational Needs; Education Work Relationship; Labor Force Development; Partnerships in Education; Program Evaluation; Program Validation; *School Business Relationship; State Standards; *Technical Education; Two Year Colleges; Validated Programs

Columbus State Community College (CSCC) in Ohio has developed a process and model for assuring that technical programs and individual course outcomes meet the needs of the industries being served. Initially undertaken as part of a project with Honda of America to provide two new technology programs, the process included surveys of representative industries to determine required course outcomes or competencies, advisory committee review of the programs, personal contact with representatives, and two Designing a Curriculum (DACUM) processes to identify specific job skills and tasks appropriate for the program outcomes. The process was applied to the college's Graphic Communications program, with 30 companies representing the printing and publishing industries being surveyed. As a result of the process, it was determined that the program adequately matched the needs of the industry served and therefore was viable. The college has decided that the program validation process should be revisited every 3 years to maintain currency with the latest technology. Finally, the program validation process at CSCC provides a measure of performance for three of the nine service expectations endorsed by the Ohio Board of Regents in 1992, satisfying expectations

*College Outcomes Assessment; Community Colleges; Educational Improvement; Educational Quality; Educational Trends; Evaluation Criteria; *Evaluation Methods; *Program Implementation; *School Effectiveness; *Self Evaluation (Groups); Two Year Colleges

IDENTIFIERS- *Midlands Technical College SC

The institutional effectiveness movement has emerged on the higher education agenda because of increased global competition, decreased funding levels, and a loss of public confidence in higher education. While the movement's emphasis on outcomes-based accountability has been integrated into state mandates, accreditation processes, and educational association agenda, colleges have been only minimally successful in integrating assessment into their organizational cultures. In addition, data is still being used to focus on the negative rather than to provide feedback and efforts to tie assessment to funding have been generally unsuccessful. To achieve institutional effectiveness, institutions of higher education must focus on the following efforts: (1) develop more partnerships and utilize the collective resources of higher education; (2) improve communications with elected officials and policy makers; (3) involve faculty as partners in this process; and (4) address academic integrity and collective responsibility step by step. Since 1986, Midlands Technical College, in South Carolina, has been committed to the process of institutional effectiveness. Efforts at the college have included the development of a planning and management model that focuses on the evaluation of mission attainment, the adoption of critical success factors, the identification of 19 indicators of effectiveness, the development of standards and benchmarks to measure progress, and the use of a "report card" to keep trustees and the community informed of progress. (TGI)

ED 394 603 JC 960 338

Hudgins, James L.

Seize the Opportunity.

PUB DATE- 14 Apr 96

NOTE- 10p.; Paper presented at the Annual Presidents' Breakfast of the National Institute for Staff and Organizational Development (Atlanta, GA, April 14, 1996).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Accountability; *College Outcomes Assessment; Community Colleges; Educational Improvement; *Educational Quality; Government School Relationship; Institutional Evaluation; Organizational Climate; School Community Relationship; *School Effectiveness; Self Evaluation (Groups); Two Year Colleges

IDENTIFIERS- *Midlands Technical College SC

In the mid-1980's, the paradigm used by business and elected leaders for viewing higher education shifted toward an emphasis on accountability and institutional effectiveness. In general, community colleges have been more responsive than senior colleges to accountability mandates, in part because community colleges have measured their progress in terms of student success and community impact. Moreover, community colleges should embrace the institutional effectiveness paradigm since it provides them with new opportunities to prove their value to their communities and the nation. First, institutional effectiveness measures allow colleges to offer consistent and were surveyed whether they believed 6 middle-level programming concepts had been implemented in their school. This data was correlated with student achievement in the eighth grade. Results indicated that middle-level programming had been implemented with varying degrees in the 10 schools. It was also found that five of the six middle-level program concepts, as well as averaged overall concepts, were related positively with enhanced student achievement. Recommendations for improving middle-level education based on the study include: movement toward full implementation of middle level programming should continue; the practices of whole group ability grouping and tracking should not be used in schools for early adolescents; developmentally appropriate teaching strategies should be maximized; student accountability should focus more on project accomplishment and skill mastery; strategies which enhance teacher efficacy should be implemented; identifying sites with high implementation of middle level programming concepts for the purpose of having practitioners visit those sites should be encouraged; and further research is needed. (TM)

ED 394 621 PS 023 497

Foods and Families Learning Package: An Educational Supplement to Early Childhood News.
PUB DATE- 95
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Activities; Bulletin Boards; Childrens Literature; Dramatic Play; Early Childhood Education; *Family (Sociological Unit); *Family Characteristics; Field Trips; *Food; Mathematics; Music Activities; *Nutrition; Science Activities; Songs
IDENTIFIERS- Fingerplays; Recipes (Food)

This resource guide for the early childhood professional contains creative art activities, active learning experiences, interactive bulletin boards, teacher-made materials, simple cooking projects, inviting fingerplays, songs, and music. The activities are planned to stimulate children's curiosity and senses. Through experiencing these activities, children can develop an understanding of: why people need food; the different kinds of food and where they come from; and the different kinds of families and the activities they share. Following an introduction, the activities of the guide are arranged in the following 13 sections: (1) art activities (includes recipes for play dough and clay); (2) books (list of books relating to topics in package--author, title, ISBN number, publisher/date, and recommended age level); (3) bulletin boards; (4) chants, songs, and games; (5) cooking activities; (6) drama and movement activities; (7) dramatic play; (8) field trips/resource people; (9) finger plays; (10) math activities; (11) science activities; (12) sensory activities; and (13) teacher-made materials. (TJQ)

ED 394 622 PS 023 500

Braunger, Jane
Tensions to Resolve: Improving Literacy Programs in the Context of School Reform. Literacy Improvement Series for Elementary Educators.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jun 95

Creating Environments for Young Children.
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.
PUB DATE- 95
NOTE- 124p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Child Development; Child Rearing; *Day Care Centers; Day Care Effects; Design Requirements; Early Childhood Education; Early Experience; *Educational Environment; Facility Guidelines; *Facility Planning; *Learning Activities; Learning Centers (Classroom); Play; Playgrounds; Preschool Education; Privacy; Space Utilization
IDENTIFIERS- Child Day Care Planning Project; Playground Design; *Spatial Planning

The planning and design of child care centers has been undertaken without sufficient knowledge of children's spatial behavior, resulting in centers not providing appropriate physical conditions for young children's developmental needs. Research suggests that physical environment is important in supporting child development. Child care settings convey silent messages about the intentions of the caregivers and administrators, which can also influence children's behavior. The physical space requirements and activities of the preschool environment should reflect person-environment relationships which meet children's needs for personal space and privacy. This workbook contains exercises and other learning materials for young students that follow principles of good design. The book contains the following units: (1) "Goal Setting"; (2) "What Is a Learning Environment," including components of a learning center, along with how to create and rate learning centers; (3) "Playroom Design Principles," focusing on light and color, planning, and modeling the playroom; (4) "Building Image"; (5) "Planning the Facility"; and (6) "Planning Outdoor Play," including play zones, planning outdoor play (POP), playground safety, playground document scale, and mapping children's behavior. (Contains 103 references.) (BGC)

ED 394 641 PS 023 950

Walter, Kate
Excellent Beginnings: An Early Childhood Initiative.
PUB DATE- 95
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Day Care; Early Childhood Education; Educational Cooperation; Educational Innovation; *Elementary School Curriculum; Experimental Curriculum; *Experimental Programs; Mentors; *Parent Participation; *Philanthropic Foundations; Pilot Projects; *Preschool Curriculum; Program Descriptions; *School Community Relationship; Teacher Interns

This report describes the first 3 years of three Excellent Beginnings projects from 1991 to 1994 funded by the Plan for Social Excellence, a private nonprofit foundation that creates or supports innovative pilot projects in education. Programs that are flexible and responsible to needs of individuals and communities, rather than system-wide reforms, are funded. The foundation disseminated a request for proposals to educators

ED 394 659 PS 024 023

Gormley, William T., Jr.
Everybody's Children: Child Care as a Public Problem.
PUB DATE- 95
NOTE- 243p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Business Responsibility; Change Strategies; Child Rearing; Church Role; *Day Care; Day Care Centers; Early Childhood Education; Evaluation Criteria; *Evaluative Thinking; Family Day Care; *Government Role; Parent Role; School Role; Social Change; *Social Problems; *Standards
IDENTIFIERS- Analytic Approach; *Child Care Needs; *Day Care Quality; Family Resource and Support Programs; Infrastructure

In the face of social changes that are increasing the demand for available, affordable, quality child care, it is difficult to continue to think of child care as a purely private issue. This book presents an analysis of the state of American child care. It evaluates child care policies and the national attention given to young children and their families. There are seven chapters in this book. Chapter 1, "Private Headaches, Public Dilemmas," sets forth the position that child care has not yet secured a firm niche on the public agenda, and emphasizes the reasons why the government has special responsibilities to care for poor children who need high-quality child care. This chapter also discusses the research methodology used for the research reported in the book. Chapter 2, "Child Care as a Social Problem," describes recent changes in the child care market from work, family, parental, and societal perspectives. Chapter 3, "Child Care as an Institutional Problem," considers both the formal and informal institutions that together comprise the child care infrastructure. This chapter also introduces several procedural criteria that may be used to evaluate the current system. Chapter 4, "Markets and Black Markets," focuses on the quality of care in two settings: for-profit group day care centers and unregulated family day care homes. Chapter 5, "Do's, Don'ts, and Dollars," subjects government to the same scrutiny that the child care industry received in Chapter 4. This chapter focuses on regulatory reform, categorical grants, and block grants. Chapter 6, "Do-Gooders, Go-Getters, and Go-Betweens," claims that intermediary institutions--schools, churches, businesses, and resource and referral agencies--should be encouraged to provide, subsidize, further develop, and improve child care. Chapter 7, "Reinventing Child Care," discusses four kinds of child care reform models and concludes that with the right incentives, coordination, and discretion, a better world for children can be achieved. Contains an index and a list of references for each chapter. (MOK)

ED 394 660 PS 024 036

Baker, Gwendolyn Calvert
Every Child Is Our Child.
PUB DATE- 25 Jan 96
NOTE- 15p.; Paper presented at the Annual Conference of the Chicago Metropolitan Association for the Education of Young Children (Chicago, IL, January 25-27, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

Virginia; Wisconsin

The well-being of a large portion of American children is distressingly low. Integrated service delivery--which provides the broadest range of education, health, housing, and social services--is viewed as one way to remedy the failure of public and private institutions to deliver effective services that can ameliorate or reverse these problems and conditions. This paper focuses on exemplary examples of community-based comprehensive service initiatives (CCBSS) in five pertinent areas: (1) restructuring intergovernmental relationships in California (Bill 1741), Iowa (Decategorization), Virginia (Comprehensive Services Act), Wisconsin (Community Aids), and Tennessee (Children's Plan); (2) tying outcome accountability to budgets in Oregon and in Minnesota; (3) efforts to create cross-system decision making bodies in Georgia (Savannah Youth Futures Authority), Missouri (Family Investment Trust), and West Virginia (Governor's Cabinet on Children and Families); (4) linking education with human services in Colorado (Family Resource Schools), California (Healthy State initiative), New Jersey (school-based services program), California (San Diego's New Beginnings program), New York (Beacons program in New York City), and Kentucky (Kentucky Education Reform Act); and (5) building comprehensive services at the neighborhood level in Maryland (Lafayette Courts, Baltimore project services team), New York (Brooklyn Center for Family Life program, and the South Bronx CCRP: Comprehensive Community Revitalization Project), and Texas (Austin's Empowerment Zones programs). The paper concludes with observations and conclusions. (ET)

ED 394 678 PS 024 087

Cutler, Ira; And Others
State Investments in Education and Other Children's Services:
Case Studies of Financing Innovations.
PUB DATE- Sep 95
NOTE- 91p.; For related documents, see PS 024 083 and EA 027 530.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Budgets; Case Studies; Community Programs; Coordination; *Delivery Systems; Economic Factors; Educational Economics; *Educational Finance; Elementary Secondary Education; Federal Aid; *Finance Reform; Financial Support; *Fiscal Capacity; Health Services; Integrated Services; Resource Allocation; Social Services; *State Aid; State Surveys
IDENTIFIERS- California; *Financial Analysis; Kentucky; Local Control; Localization (Administrative); Local Planning and Assessment Process; Local Planning and Budgeting Model; Michigan; North Carolina; Oregon; Service Delivery Assessment; Service Quality; Vermont; Wisconsin

This report presents case studies from seven states showing how state governments are: (1) responding to demands for more efficient and effective delivery of children's services; (2) taking on additional responsibilities formerly handled at the federal level; and (3) passing on added responsibilities to the local level (school districts, local government, dedicated collaboratives, and neighborhood partnerships). The first section of the report discusses progress among the states in financing reform, points to many differences in approach, and notes recurring and cross-cutting themes in each state. This section concludes with observations and a list of critical, ongoing challenges for states as they continue reform efforts

Processes; *Parent Attitudes; Secondary Education; Small Group Instruction
IDENTIFIERS- Curriculum Choice; *Curriculum Emphases; Parent Interview

Noting the importance of including parents in school change, this descriptive study investigates parents' beliefs about teaching and learning high school English. Twenty-five parents of high school students enrolled in an untracked interdisciplinary English course were interviewed. Participants were shown photographs of different classrooms and asked to comment on the most conducive learning environment. Subjects were also asked what should be included in the English curriculum and what they considered to be the best learning strategies for students. Data revealed that, in general, parents' perspectives are complex and idiosyncratic. Parents believed that reading and writing should form the core of the high school English program and that students would learn best if actively involved in the learning process. Subjects held opposing views about the inclusion of certain curricula (such as the classics), the value of English as an interdisciplinary course, and whether students could learn best in a heterogeneously- or homogeneously-grouped class. Other differences pertained to inclusion of certain authors, such as Shakespeare, use of various teaching methods, and whether curriculum and methods should be differentiated to suit the needs and interests of specific students. The basis by which parents explained their preferences and the criteria they used to evaluate practices were also assessed. Parents' opposition to some innovative classroom practices was often due to their misunderstanding of a practice or its implementation, rather than because it conflicted with their basic beliefs about teaching and learning. The results of the study suggest that educators need to include parents more directly in the change process and view them as potential learners rather than critics. (BAC)

ED 394 697 PS 024 134

Kesner, John E.
Relationships between Caregiver-Child Attachment Attitudes and Personality Characteristics.
PUB DATE- Nov 95
NOTE- 14p.; Paper presented at the Annual Meeting of the Georgia Educational Research Association (20th, Atlanta, GA, November 2-3, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attachment Behavior; *Caregiver Child Relationship; *Early Childhood Education; Intuition; *Student Teacher Attitudes
IDENTIFIERS- *Bowlby (John); *Myers Briggs Type Indicator

Based on Bowlby's attachment theory, which hypothesized that the caregiver-child relationship may play an important role in the social and academic adjustment of the child, this pilot study assessed the attitudes of student teachers regarding attachment issues. The subjects for this study were 38 graduate students in a teacher preparation program. Data were collected using: (1) the Myers-Briggs Type Indicator (MBTI) containing four indices which reflect how an individual perceives and makes judgments; and (2) the Teacher Attitude Scale (TAS), designed by the researcher to assess the individual's attitudes toward relationships with his or her students. The results revealed that student-teacher attitudes toward their relationship with

Kennedy, Theresa; And Others
World Saver Center.
PUB DATE- Apr 96
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Art Activities; *Classroom Design; *Classroom Environment; Classroom Techniques; *Conservation (Environment); Cultural Activities; Cultural Awareness; Curriculum Design; Enrichment Activities; Handicrafts; Learning Activities; Learning Centers (Classroom); *Multicultural Education; Play; Recycling; Science Activities; Sciences; *Thematic Approach
IDENTIFIERS- Multicultural Materials

Conservation is a concern for all cultures, and children are familiar with this concept because of recycling in their homes and home towns. The World Saver Center, an example of the thematic approach to learning, is designed to allow children to experiment with concepts of conservation in a familiar setting. The center, designed to resemble an early childhood classroom, is composed of five thematic areas: (1) art; (2) housekeeping; (3) blocks; (4) craft; and (5) garden (science). The World Saver Center focuses on conservation activities which can be done in a typical classroom, incorporating a multicultural theme into units. For each area, activity plans are given, including purpose, materials needed, teachers' involvement, and reflection statements. (BGC)

ED 394 717 PS 024 174

Minnesota Kids: A Closer Look. 1996 Data Book.
SPONS. AGENCY- Annie E. Casey Foundation, Greenwich, CT.
PUB DATE- 96
NOTE- 259p.; For 1994 report and summary, see ED 385 372.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Adolescents; *At Risk Persons; Births to Single Women; Census Figures; Child Abuse; *Child Health; Child Neglect; *Child Welfare; *Counties; Crime; Death; *Demography; Dropouts; Infant Mortality; Low Income; Mothers; Poverty; Poverty Areas; Resources; Unwed Mothers; Violence; Well Being
IDENTIFIERS- Aid to Families with Dependent Children; Childrens Defense Fund; *Minnesota; Vaccination

Minnesota KIDS COUNT focuses on key risk indicators for children and describes the condition of children in each of Minnesota's 87 counties. According to this second annual report, another generation of children is at risk of growing up with decreasing resources, evidenced by increasing arrest rates for violent crimes and substantiated reports of child abuse and neglect. This report looks at three indicators of birth circumstances and health: (1) children born to teenage mothers; (2) children born at low birth weight; and (3) children not fully immunized. Three indicators of income are examined: (1) children in poverty; (2) children receiving Aid to Families with Dependent Children (AFDC); and (3) children eligible for free or reduced-price school lunches. Other indicators detailed are: (1) children dropping out of school; (2) children arrested for violent crime; (3) children abused or neglected; and (4) children dying violently. Section 1 deals with these indicators

(Richard H. Johnson); (2) rationale for task force; (3) charge given task force and objectives; and (4) summary of task force activities. Sections of the report also outline recommendations for: (1) improving parent involvement; (2) improving parent participation in decision-making; (3) increasing parent participation in Head Start classrooms and activities; (4) developing parents' opportunities to participate; (5) increasing opportunities for parents to work with their children; and (6) strengthening parent participation in transition of children from Head Start to elementary school. Two appendices include the Parent Task Force Committee Questionnaire on Head Start Parent Involvement and a listing of Parent Involvement Task Force members. (BGC)

ED 394 736 PS 024 216

Head Start On-Site Program Review Instrument (OSPRI) = Instrumento de revision en terreno del programa head start (OSPRI).
PUB DATE- Sep 93
NOTE- 575p.
LANGUAGE- English; Spanish
EDRS Price- MF02/PC23 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Test, Questionnaires, Evaluation Instruments (160),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Compliance (Legal); Disabilities; Eligibility; *Evaluation Criteria; Fringe Benefits; Integrated Services; Parent Participation; Performance; Program Administration; Program Effectiveness; Program Evaluation; Recruitment; *Standards
IDENTIFIERS- *Head Start Program Performance Standards; Onsite Evaluation; *Project Head Start; Special Needs Children

This Head Start On-Site Program Review Instrument (OSPRI) is used to monitor and evaluate Head Start Programs to verify basic compliance with program standards. OSPRI contains Head Start Performance Standards, Performance Standards on Services to Children with Disabilities, and specific program regulations in the areas of recruitment, administration, personnel, and financial management. The review criteria are divided into nine sections: (1) education programs and facilities; (2) health plans in the areas of medical, dental, general, mental, and nutritional health; (3) social services; (4) parent involvement; (5) disabilities services; (6) eligibility and recruitment; (7) administration; (8) options; and (9) financial and property management. The review criteria consist of tables and lists of indicators and standards which require the reviewer to determine whether the criterion being evaluated is in compliance, in noncompliance, or undetermined. A section for reviewer comments is provided following each of the evaluative criteria. A detailed set of instructions is included to guide reviewers in the areas of methods for evaluation, record sampling, determination of compliance, and proper completion of forms. (SD)

ED 394 737 PS 024 218

Laying a Foundation in Health and Wellness. Training Guides for the Head Start Learning Community.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- 94
NOTE- 85p.
LANGUAGE- English

by non-Navajo teachers who often do not understand the significance of Navajo culture, history, language, and values. The Navajo Nation is the largest reservation in the United States and is located in Arizona, New Mexico, and Utah. Members of the initiative include Navajo Community College, the University of New Mexico, Northern Arizona University, Prescott College, Fort Lewis College, the University of Northern Colorado, and the Navajo Nation Division of Education. Objectives of the initiative include planning and implementing an integrated field-based teacher education program through a consortium of colleges and universities; integrating Navajo philosophy, language, and culture into required teacher education courses; developing a monitoring system for assessment of pilot projects; implementing a computerized Navajo teacher education tracking system; expanding curriculum developed by Navajo Community College and based on the Dine' Philosophy of Learning to other consortium members; disseminating best teaching practices through publications and presentations; and influencing legislative and policy development agendas regarding alternative teacher education efforts and funding policies. In November 1995, the Ford Foundation (sponsor of the consortium) and the American Association for Colleges of Teacher Education cosponsored a Navajo Nation Education Policy Forum that attracted 200 representatives of state education agencies, universities, state legislatures, local education agencies, and community and business interests. As a result of the forum, priority policy areas were identified. (LP)

ED 394 754 RC 020 553

Collins, Belva C.; And Others
Using Team Teaching To Deliver Coursework Via Distance Learning Technology.
PUB DATE- Mar 96
NOTE- 10p.; In: Rural Goals 2000: Building Programs That Work; see RC 020 545.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Course Evaluation; *Distance Education; Education Courses; Elementary Secondary Education; Grades (Scholastic); Graduate Study; Higher Education; Rural Areas; Rural Education; *Special Education; Student Attitudes; *Teacher Education; Teacher Educators; *Team Teaching
IDENTIFIERS- *University of Kentucky

This report describes and evaluates various team teaching models that were implemented through the Training Rural Special Educators in Kentucky through Distance Learning (TREK-DL) project at the University of Kentucky. During the TREK-DL project, five special education courses were taught via distance education, each using a different team teaching approach: the use of lead and supplemental instructors, multiple instructors, guest lecturers, co-instructors, and an approach in which two instructors taught the content of two courses concurrently. Distance learning approaches included the use of satellite courses, interactive television, and toll-free conference calls. Average grades of participating students revealed few differences between on- and off-campus students. Additionally, there were few variations in student course evaluations when comparing team-taught distance learning courses with single-instructor-taught distance learning

Programs; Teacher Shortage
IDENTIFIERS- *West Virginia University

The rapid growth of special education programs has exceeded the capability of teacher training programs in West Virginia to fill new positions in schools serving children with learning or behavior disorders. The focus of the Mainstream Practicum Project is to train regular educators who are currently working as untrained, uncredentialed personnel in mainstreaming programs in rural West Virginia schools so that they may be dually certified in regular and special education. This is to be accomplished by adapting existing special education training programs at West Virginia University to include a mainstream practicum model. Additional competencies needed to accomplish rural mainstream education have been identified and incorporated into coursework, the prepracticum seminar, and the practicum experience. These additional competencies include understanding the context of the rural school and its environment; recognizing the unique features of serving pupils with disabilities in rural settings; identifying best practices in rural education and rural special education; identifying effective rural service delivery models for pupils with disabilities; developing collaboration and consultation skills for working with rural educators, personnel, volunteers, and families; using available rural school and community resources to enhance instruction; and developing personal survival skills for coping with the unique challenges of working in mainstream settings in rural areas. This paper outlines program goals and objectives; teacher competencies covered by the program; program development and design; student recruitment and admission criteria; delivery of coursework and practicum experiences; and an evaluation plan that includes formative, summative, and ongoing evaluation. Contains 21 references. (TD)

ED 394 770 RC 020 569

Meikamp, Joyce A.; Russell, Steve
Bridging the Gap: Curricular Adaptations Rural Regular Educators Are Using for Inclusion.
PUB DATE- Mar 96
NOTE- 7p.; In: Rural Goals 2000: Building Programs That Work; see RC 020 545.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160),Reports - Research/Technical (143)
DESCRIPTORS- *Curriculum Development; *Educational Practices; *Inclusive Schools; *Mainstreaming; *Mild Disabilities; Secondary Education; Secondary School Teachers; *Special Education; Teacher Education; Teaching Methods
IDENTIFIERS- West Virginia

Educators from 41 high schools and middle schools in south-central West Virginia were surveyed regarding their use of curriculum modifications for inclusion of students with mild disabilities. Educators were asked to identify modifications that they use, do not use, or would consider using. Findings indicate that respondents were employing only 6 of the 22 curriculum modifications listed on the survey. However, respondents indicated a strong willingness to consider usage of adaptations they were not currently utilizing. Most frequently used modifications were allowing students extra time to complete assignments, placing students in cooperative groups to complete assignments, and pairing low-ability students with peer tutors. Least-used modifications included changing the culminating in a Memorandum of Understanding between the three agencies in October 1993. Under this agreement, Allegany County School System provides the physical plant facilities and school resources for the satellite program, supervises daily program operations, grants release time to personnel to attend MSD inservice training, provides transportation for Allegany County children to attend appropriate activities at MSD's Frederick campus, and arranges agreements with neighboring school districts that would like to enroll students in the program. MSD provides consultation services, outreach support services to families of preschool hearing-impaired children, technical assistance, assessment services, funding for one satellite teacher position, and assistance with presenting American Sign Language instruction to primary regular education students and staff. In the third year of the program, evidence of program success is found in student progress and parent satisfaction. Key components for program replication and long-range plans for the satellite program are discussed. (SV)

ED 394 787 SE 057 978

Bunch, Susan Malone
The Context of Community: The Initiation of Graduate Students into the Discourse of Mathematics Education Researchers.
PUB DATE- Apr 95
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *Discourse Analysis; *Doctoral Programs; *Graduate Students; Higher Education; Interviews; *Mathematics Education; Observation; *Writing Processes

This study focused on four students and a professor from a mathematics education doctoral program at a research university. Participant observation, informal interviews, and document collection were used to collect data on students' discourse competency development. Two overarching categories emerged during data analysis: (1) what students had to learn in order to be competent in their discipline's discourse (identified initially as the conversations and conventions to the discipline); and (2) how the students developed these competencies, beginning with the specific learning opportunities each student had and generalizing from those to more abstract categories such as exposure, practice, feedback, and the effects of mentoring. One of the most important things these students came to recognize was the conversational nature of the discourse they were attempting to learn. The students learned to produce the discourse of the mathematics education research community through several important experiences: (1) the exposure to the products of the professional conversation; (2) the exposure to the process of conversation; (3) the opportunities to try the discourse and get feedback on their attempts to use it; and (4) the occasional explicit instruction in producing acceptable written discourse--all under the guiding hand of a mentor who was an active, influential member of the community. (MKR)

ED 394 788 SE 057 986

Civil, Marta
Everyday Mathematics, "Mathematicians' Mathematics," and School

PUB DATE- 96
NOTE- 144p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Arithmetic; *Cooperative Learning; Elementary Education; *Geometry; Learning Activities; Lesson Plans; *Mathematics Instruction; Worksheets
IDENTIFIERS- Mathematics Activities

This book contains materials to present mathematics concepts using cooperative learning activities. The first section explains how to make cooperative learning part of the mathematics curriculum. It includes an overview, instructions, activities for introducing cooperative learning to students and parents, guidelines for setting up groups, ideas for a special activity center, and suggestions for assessment and portfolios. The rest of the book provides a wide range of cooperative activities under the following headings: attributes and classification, games and rules, understanding numbers and numeration, understanding arithmetic operations, visualizing and representing shapes, dealing with data, location and mapping, process of measurement, measuring geometric figures, and exchange. Each activity includes a lesson plan, which includes purpose, skills, materials, procedure, ways to simplify and expand the lesson, suggestions for evaluation and processing, and worksheets. (MKR)

ED 394 814 SE 058 245

Pyle, Eric J.
Parallel Courses: Comparison (and Convergence) of Adolescent Motivational Processes in Informal and Formal Science Education Settings.
PUB DATE- 2 Apr 96
NOTE- 30p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (69th, St. Louis, MO, April 2, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Educational Environment; Elementary Secondary Education; *Motivation; Science Education
IDENTIFIERS- *Informal Education

The purpose of the study reported in this paper was to describe adolescent motivational processes. Early adolescents (N=137), their accompanying adults, and venue staff members were interviewed and observed in specific informal science education venues. A typological analysis of the data revealed: (1) activities by early adolescents take place within social groups that mirror stages in the development of self-regulated behaviors, (2) adolescents displayed a primary intrinsic motivational process as well as a linked secondary motivational process which was generally an instrumental or consummatory process, (3) evaluations of experiences within the venues contained elements of intrinsic motivational processes as well as instrumental and/or consummatory processes, and (4) adolescents in each venue went through similar types of motivational processes and actions. Next the constructions were translated into salient constructs which were used to develop a vignette-based questionnaire which was administered to 45 adolescents in the original sites and also used to develop positively improve how women judge their own aptitude for learning science; participation in the project may have encouraged mothers to purchase more science toys for their children; fathers appeared to hold fewer gender biases than mothers when assessing a child's science interest and capabilities; and both mothers and fathers have more positive expectations for sons than daughters with regard to careers in science. The survey instrument is appended. Contains 11 references. (JRH)

ED 394 835 SE 058 321

Robinson, Scott
Stories of a Female Learner in a High School Physics Classroom: Care, Connectedness, and Voice.
PUB DATE- Apr 96
NOTE- 23p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (St. Louis, MO, March 31-April 3, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Classroom Environment; Educational Strategies; *Females; High Schools; *Physics; Sex Differences; *Teacher Student Relationship
IDENTIFIERS- *Gender Issues

The purpose of this interpretive case study is to make sense of the way a female high school student interacts with a male physics teacher. This paper highlights the actions and interactions of the female student according to her own way of knowing which is consistent with how many female adolescents make sense of their experience. Two story narratives are used to describe the student's sense making in the context of her experienced and preferred classroom environments. The differences between what she experiences and what she prefers make explicit the incompatible world views which constrain her participation in the physics class. Significant findings are: (1) the female learner has a desire to enter into a caring relationship with the teacher to learn the physics content; (2) the teacher's form of humor constrains the student's connectedness with him; (3) the student comes to a better understanding of physics concepts through discussions in which her voice is valued; and (4) multiple instructional strategies enable the student to enter into an array of caring relationships which motivate her to participate in learning activities. Contains 35 references. (Author/JRH)

ED 394 836 SE 058 330

Dickinson, Valarie L.
Oil and Water Don't Mix: What about Science and Language Arts?
PUB DATE- Apr 96
NOTE- 13p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (St. Louis, MO, March 31-April 3, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Educational Strategies; Elementary Education; *Elementary School Science; *Elementary School Teachers; *Integrated Activities; Interdisciplinary Approach; *Language Arts; *Preservice Teacher Education

Adequate technological education among schools in Asia is a major concern for educators and administrators. Many worry that the lack of knowledge about technology may make them obsolete. Other concerns include the cost of maintaining up to date technology and training. Many Asian educational systems today struggle to provide current technology such as software, hardware, and other electronic devices that students will need for their future. This publication reviews recent publications related to technological education by focusing on areas where educators are trying to upgrade their systems. The volume examines the topics of education perspectives, world education, innovations of information media, environmental education, Indonesian education, adolescence education, educational culture, and vocational education in developing countries. Annotated Asia/Pacific documents are listed and a 32-item bibliography of additional documents is presented. (JAG)

ED 394 857 SO 025 127

Mackintosh, Mary
Education Law Manual: An Advocate's Guide for New York State Parents and Professionals. Third Edition.
PUB DATE- 93
NOTE- 136p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adult Education; *Child Advocacy; Civil Liberties; Disabilities; *Discipline; *Law Related Education; Laws; *Legal Problems; *School Law; *Student Rights; Testing
IDENTIFIERS- *New York

As a service to the community to protect the legal rights of students, this manual is designed to provide the legal information New York state parents and professionals need in order to become more effective educational advocates. It is not intended as a definitive legal resource, but rather as a guide for structuring a legally sound argument to ensure that every student's educational rights are honored. The manual gives an overview of student educational entitlements and provides suggestions to assist advocates and parents in speaking on behalf of their children. It explains New York state and federal legislation and the judicial cases interpreting laws that comprise educational entitlement. The manual also presents guidance on bringing the art of negotiation to advocacy efforts. Specific issues treated include the right to education and compulsory education, mandatory testing and graduation requirements, access to records, school discipline, special instructional services, services for students with disabilities, and disciplinary exclusions of handicapped children. (LH)

ED 394 858 SO 025 135

Fisher, Margaret
Equal Protection under Law: Access to Public Education.
SPONS. AGENCY- Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
PUB DATE- 95
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

Educational Research Association (San Francisco, CA, April 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Artists; Bands (Music); Extracurricular Activities; Higher Education; *Music; *Music Activities; *Musical Instruments; Music Education; *Musicians; Music Techniques; Orchestras

This paper explores the question: what courses and activities contribute to the music major's musical growth (musicianship), and which do not? Musical independence (MI) is the key indicator of student outcome in music. The study makes a subtle difference between MI and musical achievement, the mastery of any academic skill related to music, whereas MI is directly related to the actual production and performance of music. The Instrumental College Survey-2 (ICS-2), Colwell's Music Achievement Test 3 (MAT3), and Colwell's Music Achievement Text 4 (MAT4) were administered to 354 instrumentalists participating in Ball State University, Florida State University, and Wichita State University bands, with 78 non-music majors eliminated from the total participant population. The instrument examined the general areas of student outcome and general demographic data, including college course work, grades, performance activity skills, and artistic fundamental skills. (Contains 28 references.) (EH)

ED 394 880 SO 026 121

Thistlewood, David, Ed.
Critical Studies in Art and Design Education.
PUB DATE- 91
NOTE- 179p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Art; Art Appreciation; *Art Education; Art History; Artists; *Art Products; Arts Centers; Art Teachers; *Childrens Art; *Creative Activities; *Critical Viewing; Discipline Based Art Education; Educational Strategies; Educational Theories; Elementary Secondary Education; Mass Media; Multimedia Instruction; Visual Literacy

This book brings together British and U.S. contributions to the debate of a critical studies approach to art and design education. The approach links practice and appreciation. But critical differences exist in definitions of the term design, with the U.S. recognition of design as the use of principles and elements of art in works and a British understanding of design as the art activities that are problem centered and involve both practical and aesthetic considerations. Another difference lies in the British acceptance of policies emanating from a central source while U.S. educators work from generalized objectives. The contributors to this anthology present examples of critical and contextual studies in practice in both primary and secondary schools as well as practical approaches to philosophical views. The 14 contributions are: (1) "Critical Studies, the Museum of Contemporary Art and Social Relevance" (David Thistlewood); (2) "Structure and Magic in Discipline-Based Art Education" (Elliot Eisner); (3) "Critical Studies in Art and Design Education: Passing Fashion or the Missing Element?" (Rod Taylor); (4) "New Ways of Seeing" (Mike Hildred); (5) "Approaches to the Teaching of Critical students, focusing on the direct and indirect effects of student background characteristics, institutional characteristics, and college experience and outcomes variables. Data were drawn from the Cooperative Institutional Research Programs's follow-up survey of the 1985 freshman class, using a subsample of the database representing 18,887 students. Analysis of these data suggests that being male or liberal increases the likelihood of positive environmental attitude development. In addition, the results suggested that the number of science courses and human ethical/social activist values play important roles in development of a positive attitude toward the environment. Also, student academic and social integration appear to indirectly influence environmental attitude development. Based on these findings, it is urged that colleges and universities find methods to support: (1) development of a science curriculum incorporating environmental issues for both science and non-science majors; (2) hiring of environmental science faculty or retraining of other science faculty; and (3) development of public forums for student and faculty discussion of social issues and human ethics. Appended materials include definitions of variables, data summaries, and analytical models. (Contains 81 references.) (MSE)

ED 394 439 HE 029 133

Civian, Janet; Schley, Sara
Pathways for Women in the Sciences II: Retention in Math and Science at the College Level.
PUB DATE- Apr 96
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; Case Studies; College Environment; *College Mathematics; College Preparation; *College Science; Educational Background; Females; Grades (Scholastic); Higher Education; High Schools; Longitudinal Studies; Mathematics Education; Parent Background; Predictor Variables; *School Holding Power; Science Education; Scores; *Student Attitudes; Student Attrition; *Womens Education
IDENTIFIERS- *Wellesley College MA

A study followed 445 Wellesley College (Massachusetts) women students matriculating in 1991 through their college years to isolate factors associated with persistence in math and science. Data were gathered through three surveys (at orientation, at the end of the sophomore year, and before graduation) and in focus groups over the 4 years of the study. Four possible pathways in science were examined: "never", "leaver", "joiner", and "always." Slightly over half fell into the first group; "leavers" comprised 22 percent; "joiners" were 4 percent; and "always" consisted of 18 percent. Characteristics of each group are discussed, with special focus on students leaving science and mathematics. It was found that members of this group tended to have lower high school grades in math and science, lower entrance examination math scores, and lower college grades in science and math. "Leavers" also reported lower levels of interest in science and lower mathematical ability, and were less likely to have a parent with an advanced degree than students who stayed in math and science. "Leavers" said they left science because they found other fields more interesting and because laboratory work author first elicited students' and instructors' preferences for the different outcomes of the course. Completed responses were received from 19 instructors and 40 percent of the 270 students questioned. About 3/4 of the student respondents and 4/5 of the instructor respondents were able to supply coherent grade value functions; the median value functions for the instructors were modestly but systematically higher than those for the students. Comparisons were then made of the actual outcomes of students who received remedial instruction before enrolling in the course with their predicted outcomes had they not done so; an analogous comparison was made between expected value functions. Although the number of students with previous remedial instruction was too small to permit drawing firm conclusions, results illustrate how, given sufficient sample sizes, one could use decision theory to develop indicators of the effectiveness of remedial instruction. Appendixes include the questionnaires and discussion of constructing summary value functions for course placement outcomes. (Contains 36 references.) (Author/NAV)

ED 394 459 HE 029 155

Hanson-Tafel, Jane; Dretzke, Beverly J.
Elaborative Interrogation in Group Settings.
PUB DATE- Apr 96
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Group Dynamics; *Grouping (Instructional Purposes); Higher Education; *Learning Strategies; *Questioning Techniques
IDENTIFIERS- *Elaboration; *Interrogation

The effectiveness of two variations of elaborative interrogation for group settings was investigated in an experiment in which 88 college students, aged 18 to 50 years, learned factual sentence information and responded, orally or in writing, to questions about the information. Subjects met in groups of eight to 12 members that were randomly assigned to one of two elaborative interrogation conditions, oral or written, or to a control condition. Stimulus materials were identical for all subjects across all three conditions. Each subject was provided with a booklet presenting six facts about nine different familiar animals with one fact on each page and presentation always in the same order. The interrogation strategy variations were compared to a challenging, ecologically valid control condition in which students were instructed to use whatever strategies they thought would work best for the sentence-learning task. Results indicate that the written and the oral variations of elaborative interrogation were equally effective and that both variations significantly enhanced the students' performance on an associative match task but not on a recall task. (Contains 15 references.) (Author/NAV)

ED 394 460 HE 029 156

Frierson, Henry T., Jr.
Perceptions of Faculty Preceptors in a Summer Research Program Targeted at Minority Undergraduate Students.
PUB DATE- 9 Apr 96
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-13,

professional licensure, employment, and customer satisfaction (both alumni and students). Specific assessments used by individual colleges and universities in the Oregon State system are described including Southern Oregon State College, Oregon State University, Portland State University, University of Oregon, Eastern Oregon State College, and Western Oregon State College. The implications of these assessments for improving the education system are considered. (JPB)

ED 394 477 HE 029 173

Report on Academic Advising.
PUB DATE- Jul 95
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Advising; Attitude Change; College Freshmen; Community Colleges; *Counseling Services; *Educational Attainment; Educational Counseling; *Faculty Advisers; Higher Education; *Public Colleges; State Colleges; State Surveys; State Universities; *Student Reaction
IDENTIFIERS- *Texas Academic Skills Program

The Texas Academic Skills Program (TASP) was created to enhance student success in college and has three elements: a diagnostic test, academic advising, and if necessary, remediation. Academic advising is the central element. The legislation creating the TASP requires an annual report on academic advising. The fifth academic advising survey of Texas public postsecondary institutions was administered in March 1995. Ninety-nine percent of the responding institutions agreed that academic advising aids personal development for students and that academic advising services and facilities are readily accessible. Survey results indicated that not all students receive academic advising. Much self-advising occurs for sophomores, students with a filed degree plan, and others. More institutions are moving from a decentralized, departmental model to a centralized, student advising center model staffed with professional advisors who report to a campus official in charge of the advising programs. Compliance with the requirements of the legislation has improved since 1989 and is expected to continue to improve. Finally, the institutions seem to be more favorably disposed toward their academic advising system. Much of the report consists of aggregate data for each of the survey questions. (CK)

ED 394 478 HE 029 174

TASP and the Effectiveness of Remediation. Annual Report.
PUB DATE- Aug 95
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- *College Outcomes Assessment; Developmental Studies Programs; *Educational Assessment; Educational Needs; Ethnic Groups; Higher Education; *High Risk Students; *Instructional Effectiveness; Minimum Competency Testing; *Minority Groups; Public Colleges; Remedial Instruction; *Remedial Programs; Trend Analysis
IDENTIFIERS- *Texas Academic Skills Program

This report describes the evaluation of the Texas Academic Skills

Internet-based Classroom Resources.
SPONS. AGENCY- National Aeronautics and Space Administration, Washington, D.C.
PUB DATE- 9 Apr 96
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Computer Assisted Instruction; *Cooperative Planning; Curriculum Development; Grade 4; Instructional Innovation; *Instructional Materials; Intermediate Grades; *Internet; Lesson Plans; *Partnerships in Education; Satellites (Aerospace); Scientific Research; *Scientists; *Teachers
IDENTIFIERS- California; National Aeronautics and Space Administration; World Wide Web

Research has been conducted which develops case studies on how to engage scientists in partnerships with teachers. Studies have focused on the Internet and the World Wide Web as potential conduits of research results to the classsroom, particularly if scientists and teachers were involved in joint creation of Internet-based curriculum and lesson plan development. This document outlines that research, describing both theoretical and actual establishment of a teacher-scientist partnership. It discusses the collaboration strategies of a fourth-grade teacher from Oakland, California, and a National Aeronautics and Space Administration satellite operations scientist who worked together to create an Internet tool which taught the concept of movement of light photons in satellite dataflow. The relationship can be characterized as a mutual cognitive apprenticeship, in which the scientist begins as content expert only and the teacher begins as pedagogical expert only and each learns from the other. Transcripts of comments made by the two collaborators to an interviewer are included. Textual and visual representations of satellite dataflow are appended. (Contains 18 references.) (BEW)

ED 394 499 IR 017 800

McInerney, Valentina; And Others
Students' Attitudes towards Cooperative, Self-Regulated Learning versus Teacher Directed Instruction in a Computer Training Course: A Qualitative Study.
PUB DATE- Apr 96
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Computer Anxiety; *Computer Literacy; Foreign Countries; Higher Education; *Individualized Instruction; *Motivation; Pacing; *Qualitative Research; Student Attitudes; Teaching Methods; Undergraduate Students
IDENTIFIERS- *Beginning Competence; Computer Use

This research seeks to find the most effective mode of instruction which can assist undergraduate students in gaining initial computing skills while alleviating anxiety by contrasting a traditional direct teaching approach with one that emphasizes self-regulation within a cooperative learning context. Specifically, the study compares the motivation and

Development; *Teacher Attitudes; *Teacher Education; Technological Literacy
IDENTIFIERS- Florida; *Technology Integration

As computers become more prevalent in society, educators are obligated to plan and provide for classroom use of computer technology. This document describes an investigation into the readiness of elementary school teachers to integrate computer technology into their classrooms. A survey of sixth grade teachers at a target Florida school and three other nearby schools with similar demographic profiles revealed high levels of computer anxiety and low levels of computer use being integrated into the curriculum. A computer training program was developed for teachers at the target school, and at the end of 12 weeks of implementation the target group of four educators demonstrated an increase in computer presentation skills, a decrease in computer anxiety, and increased acquaintance of presentation software such as Microsoft's Powerpoint, word processing, and various computer tutorials. The success of the training program suggests that school districts should consider allocating funds for teacher training, not simply for the improvement of technological status. Appendices include copies of measurement instruments: (1) technology awareness survey; (2) computer knowledge pretest and posttest; (3) technology attitudinal survey; (4) computer software pretest and posttest; (5) individual pre- and post-assessment data; (6) leadership rating scale; and (7) a program evaluation form. (Contains 14 references.) (BEW)

ED 394 517   IR 017 818

Ely, Donald P., Ed.; Plomp, Tjeerd, Ed.
Classic Writings on Instructional Technology.
PUB DATE- 96
NOTE- 257p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Curriculum Development; Educational Development; *Educational Media; *Educational Practices; *Educational Technology; Educational Theories; Evaluation Methods; Instructional Design; *Instructional Innovation; Needs Assessment; Teaching Methods

Selected for their influence on the field, their continued reference over the years, and the reputation of the authors, this collection includes 17 seminal works in educational technology. These previously published articles are sometimes difficult to locate and this book acts as a single source for the works. The articles are arranged in four parts: (1) "Definition and Conceptual Background," (2) "Design and Development Functions," (3) "Delivery Options," and (4) "The Profession." Articles in the first section describe the field of educational technology and provide a spectrum of theories and rationales of the field and its practitioners. The second section focuses on learning hierarchies, needs assessments, educational evaluation, and curriculum development. In the third section, methods and techniques that have influenced the improvement of learning are emphasized. The last section presents a view that is constructively critical of the ethics, values, and direction of the field of educational technology. Tracing the emergence of the field, these classic articles originated in the decades following World War II. A bibliography of additional resources concludes the collection. (AEF)

*College Planning; Community Colleges; *Management by Objectives; Organizational Objectives; *Participative Decision Making; Program Effectiveness; *Teacher Attitudes; Teacher Role; Two Year Colleges
IDENTIFIERS- *DeKalb Community College GA

In utilizing the theory of management by objectives (MBO), common goals are set by both managers and subordinates, individual members' areas of responsibilities are defined, and resource allocations are made according to the planning and achievement of objectives. At academic institutions, common benefits of MBO include measurable objectives jointly set by faculty and administrators that increase motivation and provide allocation of institutional resources and rewards for performance. At DeKalb College (Georgia), where an MBO-oriented system of management is in place, a study was conducted of faculty from the former Mathematics and Science division and middle and higher administrators to determine their opinions regarding the functioning of MBO. Survey results, based on responses from 28 faculty and 10 administrators, including 7 department chairs, 2 division deans, and the college president, included the following: (1) six faculty and two administrators were not aware that the college used MBO; (2) 14 respondents felt that objectives were declared in terms of specific achievements, while 21 agreed that completion dates were required for most objectives; (3) most faculty reported that they had not been trained in the principles of objective setting and MBO; and (4) with respect to MBO's improvement of motivation and communication, the majority of respondents gave mixed results. The results indicated that while the system essentially followed MBO principles, efforts to inform faculty regarding the system should be improved. An MBO pyramid of levels and goals from the college is appended. (TGI)

ED 394 535 JC 960 252

Aliff, John Vincent
Faculty Opinions Regarding the Philosophical Principles of Total Quality Management (TQM).
PUB DATE- 28 Apr 96
NOTE- 23p.; Paper presented at the Annual Meeting of the Georgia Academy of Sciences (73rd, Albany, GA, April 28, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Administrator Effectiveness; College Planning; Community Colleges; *Educational Improvement; *Educational Quality; Faculty College Relationship; Organizational Objectives; *Participative Decision Making; *Teacher Attitudes; *Total Quality Management; Two Year Colleges
IDENTIFIERS- *DeKalb Community College GA

The 14 points of the Total Quality Management (TQM) model can be distilled into the following 5 main guiding principles: establish a moral purpose for the institution, use cooperative efforts instead of individual efforts, stop the use of inspection (testing) to improve students and teachers, continuously improve the system and its products, and implement employee education and self-improvement efforts. A study was conducted by DeKalb College (Georgia) to determine the agreement of faculty and administrator attitudes with these principles prior to receiving training in TQM. Results, based on survey responses from 44 faculty members and 3 administrators, included the following: (1) with respect to the

International Conference of the National Community College Chair Academy (5th, Phoenix, AZ, February 14-17, 1996); see JC 960 276.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Deans; *Administrator Behavior; *Administrator Effectiveness; Community Colleges; *Department Heads; Instructional Leadership; Interdisciplinary Approach; *Leadership Qualities; *Leadership Responsibility; *Leadership Styles; School Administration; Two Year Colleges

Departmental chairs at community colleges must administer, coordinate, and direct all of the activities within a given department, a responsibility which becomes more difficult for chairs of multi-disciplinary departments (MDD's). To deal with these additional responsibilities, MDD administrators must have special leadership skills. They must be able to balance their loyalties between their former departments and the new areas added to their responsibilities, and they should remain visible to members of all the departments. Administrators may also be called upon to provide leadership in a discipline in which they have no training or knowledge, thereby creating potential conflicts with the faculty of that discipline. To overcome these difficulties, department chairs will have to empower faculty members, admit their limitations, delegate authority when necessary, and open the channels of communication within the MDD. By working in this way, the faculty and staff under an MDD chair will become increasingly systems-oriented, and they will learn to look for the "big picture." Chairing an MDD provides the opportunity to work with a broad variety of specialties by allowing administrators to run the department, teach, and learn simultaneously. (MAB)

ED 394 553 JC 960 288

Dolezal, Pamala; Franks, Megan
Chameleons in the Classroom: Meeting Students' Needs through Academic and Continuing Education Partnerships.
PUB DATE- Feb 96
NOTE- 8p.; In: The Olympics of Leadership: Overcoming Obstacles, Balancing Skills, Taking Risks. Proceedings of the Annual International Conference of the National Community College Chair Academy (5th, Phoenix, AZ, February 14-17, 1996); see JC 960 276.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Education; College Planning; Community Colleges; Continuation Students; *Continuing Education; *Cooperative Programs; *Course Organization; Program Implementation; *Shared Resources and Services; Two Year Colleges
IDENTIFIERS- North Harris College TX

In concurrent enrollment (CE) classes, academic and continuing education students enroll in courses that are held simultaneously, using the same classroom and instructors and having the same requirements and learning expectations. At North Harris College (NHC), in Texas, the introduction of CE was aided by a new strategic plan developed for the college in 1990 which reaffirmed NHC's commitment to excellence in a orientation weigh attachment and care as the primary basis for moral decisions; these agents are concerned with the needs of others and step forward into a situation to provide care. Leaders having a justice/rights orientation are sensitive to and fear being oppressed or oppressing others, while those having a care/connectedness orientation feel similarly about abandoning others or being abandoned. All leaders manifest behaviors in both orientations, but most people will respond more often out of one orientation than the other. The two orientations are gender-related but not gender specific, with more men found in the justice/rights orientation and more women in the care/connectedness orientation. (MAB)

ED 394 570 JC 960 305

Page, Bonnie
Gender Issues and Leadership: How To Improve Communication among and between Men and Women.
PUB DATE- Feb 96
NOTE- 9p.; In: The Olympics of Leadership: Overcoming Obstacles, Balancing Skills, Taking Risks. Proceedings of the Annual International Conference of the National Community College Chair Academy (5th, Phoenix, AZ, February 14-17, 1996); see JC 960 276.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication (Thought Transfer); *Communication Skills; Community Colleges; Females; *Language Patterns; Language Variation; Leadership Responsibility; Males; *Organizational Communication; *Sex Differences; *Sexism in Language; Two Year Colleges; *Verbal Communication

Improving communication among and between men and women is an important part of leadership which entails understanding cultural stereotypes related to masculinity and femininity and understanding that all individuals possess a combination of masculine and feminine traits. Leaders should strive to create a new culture where feminine values are celebrated alongside masculine traits. With respect to communication, they should accept men's and women's unique conversational styles and rituals and be aware of small talk habits and nonverbal behaviors. Studies have shown that conversational rituals common among men often involve the use of opposition (e.g., banter, joking, teasing, and playful put-downs) and efforts to avoid the one-down position in interaction. Conversational rituals common among women, however, are often ways of maintaining an appearance of equality and of taking into account the effect of the exchange on the other person and expending effort to downplay the speaker's authority. Further, in groups women are more likely to conform to the way that men speak but are less likely to be listened to, regardless of how they speak or what they say. Understanding what goes on when people talk to each other is the best way to improve communication in the workplace and in all aspects of life. Contains 13 references. (TGI)

ED 394 571 JC 960 306

Coates, James
How To Improve the Quality of Our Organizations through the Use of TQM, Continuous Improvement Strategies.
PUB DATE- Feb 96

related to providing technical programs that prepare individuals for employment in specific careers, establishing partnerships with industry and business, and establishing a high level of community involvement in decision-making processes. (TGI)

ED 394 587 JC 960 322

Youngman, Curtis
Recruitment Combined with Retention Strategies Results in Institutional Effectiveness and Student Satisfaction.
PUB DATE- Feb 96
NOTE- 7p.; In: The Olympics of Leadership: Overcoming Obstacles, Balancing Skills, Taking Risks. Proceedings of the Annual International Conference of the National Community College Chair Academy (5th, Phoenix, AZ, February 14-17, 1996); see JC 960 276.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Planning; Community Colleges; Departments; *Enrollment; Information Dissemination; *Institutional Advancement; *Marketing; Program Improvement; School Community Relationship; *School Holding Power; *Student Recruitment; Two Year Colleges
IDENTIFIERS- *Utah

In Winter 1994, the Marketing Department at Salt Lake Community College (SLCC) in Utah implemented an educational marketing plan that incorporated a focus on customer service to improve institutional effectiveness and student satisfaction. The plan includes a retention and recruitment program to strengthen the college's relationship with current and prospective students, to enhance student success, and to provide tools to allow the institution to become more effective in its role. Primary target markets in the plan include SLCC marketing majors and concurrently enrolled high school marketing students, while secondary target markets include SLCC Business and General Studies majors, high school students participating in marketing events, education administrators, and businesses. As part of the plan, the Department undertook surveys of newly declared marketing majors, telephone calls to and personal interviews with all marketing majors, letters to General Studies and Business majors suggesting that they enroll in a Marketing class, and letters to employers to inform them that their employees have successfully completed Customer Service courses. After implementing the plan, the department experienced increases in enrollment for spring 1994 and fall 1995. (TGI)

ED 394 588 JC 960 323

Connolly, Charlene
Rocky Chairland: Educating a Changing Health Care Workforce.
PUB DATE- Feb 96
NOTE- 8p.; In: The Olympics of Leadership: Overcoming Obstacles, Balancing Skills, Taking Risks. Proceedings of the Annual International Conference of the National Community College Chair Academy (5th, Phoenix, AZ, February 14-17, 1996); see JC 960 276.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

comparable information to government policy makers and the public. Second, they help community colleges demonstrate their value to communities through the provision of cost-effective strategies for preparing a highly educated workforce. Third, they can help community colleges improve teaching and learning. Midlands Technical College (MTC), in South Carolina, has implemented institutional effectiveness measures since 1987. In collecting effectiveness data, three of the outcomes examined by the college include client satisfaction, focusing on student retention; institutional climate, including the use of effectiveness measures and employee participation to restructure the college; and student learning, focusing on transfer student success, career graduate placement, and employer evaluations of graduates. Finally, in addressing these outcomes, MTC has made a commitment to assessing and improving effectiveness at the classroom level, including projects to examine outcomes for developmental and mathematics education. (TGI)

ED 394 604 JC 960 340

Trends of Importance to California Community Colleges.
PUB DATE- Nov 95
NOTE- 21p.; For a 1990 discussion of trends, see ED 321 814.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Community Colleges; Economic Impact; Educational Change; *Educational Finance; *Educational Policy; *Educational Trends; Education Work Relationship; Enrollment Trends; Job Training; *Labor Force Development; *Sociocultural Patterns; Trend Analysis; Two Year Colleges
IDENTIFIERS- *California Community Colleges

Prepared to assist the Board of Governors of the California Community Colleges in the development of its "New Basic Agenda" for 1995, this report discusses several major statewide trends with important implications for California's community colleges. Data are reviewed on population and enrollment growth, labor market and technological changes requiring community colleges to provide the workforce with new skills, economic cycles, educational funding, changing family structures, immigration and multicultural issues, and public policy. Specific trends and projections presented in the report include the following: (1) by 2000, nearly one half of California's population will be from a minority background; (2) the labor force will incorporate more women, minorities, and older workers; (3) technological change will place an increased emphasis on communications and information processing, with most of the new jobs created during the next decade requiring some postsecondary education; (4) the community college role in retraining will continue to be substantial; (5) projected increases in community college funding due to the state's economic recovery will enable curriculum and service restructuring; (6) there will be a continued demand for transfer and ESL education, vocational retraining, and basic skills education; and (7) policy changes, such as the proposed block grants for vocational education and new efforts to provide "one-stop" workforce preparation, will affect community college funding and functions. Contains 31 references. (TGI)

ED 394 605 JC 960 341

The California Community Colleges in an Era of Fiscal Limits.
PUB DATE- Nov 95

NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Attitudes; *Educational Change; *Educational Policy; *Educational Quality; Elementary Education; Equal Education; *Literacy; Models; *Professional Development; Program Development; Role of Education; Standards; Teacher Education; Teacher Role; Teaching Methods
IDENTIFIERS- Goals 2000

This booklet is designed to help educators plan and implement language and literacy programs and related professional development opportunities for elementary school educators. A primary focus of the document is on the tensions that exist between recent local, state, and national initiatives to improve the quality of schooling and current understandings of literacy and language learning. These tensions center on appropriate models of learning (transmission vs. transactional learning), views of knowledge (knowledge as discrete content vs. connected understandings), equity issues (race, culture, and class), purposes of education (preparation for higher education and work, social and personal uses), the role of teachers (teachers as technicians or professionals), and the role of standards (gatekeepers vs. motivators, fixed or dynamic). Questions for reflection and discussion concerning each area are included. An appendix provides information on educational reform in Washington, Oregon, and Alaska, as well as on the National Educational Goals, as revised in the Goals 2000: Educate America Act. (Contains 27 references.) (MDM)

ED 394 623 PS 023 506

The Progress of Nations: The Nations of the World Ranked According to Their Achievements in Child Health, Nutrition, Education, Family Planning, and Progress for Women, 1995.
PUB DATE- 95
NOTE- 60p.; Photographs may not copy adequately. For 1994 edition, see ED 372 854.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110)
DESCRIPTORS- Child Abuse; *Child Health; Child Neglect; Children; *Childrens Rights; Child Welfare; Developed Nations; Developing Nations; Diseases; Equal Education; *Family Planning; *Females; Foreign Countries; Literacy; *Nutrition; Performance Factors; Poverty; Sex Fairness; Sexual Abuse
IDENTIFIERS- Foreign Aid; Maternal Health; Polio Vaccines; United Nations Convention on Rights of the Child

This report brings together the latest available statistics on national achievements in child survival, health, nutrition, education, family planning, and progress for women. Each section contains a commentary, a presentation of related statistics, and a discussion on achievement and disparity. The sections are: (1) Introduction, "Social Goals and Economic Reality" (Richard Jolly); (2) Health, "Ending Polio--Now or Never?" (Jong Wook Lee); (3) Nutrition, "A Bridge Too Near" (Alfred Sommer); (4) Education, "More of the Same Will Not Be Enough" (Victor Ordonez); (5) Family Planning, "A New Family Planning Ethos" (Judith Bruce and Anrudh Jain); (6) Child Rights, "A Conventional Approach" (Hoda Badran); (7) Progress and agencies in the fall of 1990. Out of 14 applicants, 3 were chosen for grants. Applications were expected to have the following five components: parent participation, innovative curriculum and classroom strategies, participation of high school mentors and college interns, collaboration between elementary school and a local college or university, and relationships with social service agencies. The report examines each of the three project schools, focusing on human interactions, educational and behavioral growth, and the culture of each site. At each site, the educational environment was being changed in terms of each of the above-cited components. All sites received renewed funding for a second 3-year phase. The Plan for Social Excellence is planning to replicate the Excellent Beginnings project at additional sites, which will require the original sites to be more self-conscious in their activities. Ample evidence shows the projects positively impacted students' enthusiasm for learning and academic achievement. Testimony by teachers, mentors, and parents demonstrates enhanced child and parent attitudes toward schooling and of parent involvement with the schools. The schools also became centers for community or neighborhood life. (TM)

ED 394 642 PS 023 956

Ingoldsby, Bron B., Ed.; Smith, Suzanna, Ed.
Families in Multicultural Perspective.
PUB DATE- 95
NOTE- 434p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attitudes; Comparative Analysis; Cultural Awareness; *Cultural Differences; Divorce; *Ethnic Groups; *Family (Sociological Unit); *Family Life; Family Life Education; Family Structure; Foreign Countries; Intercultural Communication; Marriage; Parent Child Relationship; Parent Role; Role Perception

Covering contemporary Third World as well as Western families, this teaching text addresses topics essential for developing a multicultural perspective on the family. It is an ideal text for comparative family courses and includes exercises (as well as exercise guidelines for instructors) developed to challenge students' existing viewpoints and offer new ways of looking at the world's families. It is an important resource for anyone interested in understanding and appreciating the diversity of family forms, processes, and experiences. The book explores the diversity of the world's families and family issues in the following chapters: (1) "Family Theory and Multicultural Family Studies" (Suzanna Smith); (2) "The Family in Western History" (Bron B. Ingoldsby); (3) "Comparative Research Methodology" (Gary R. Lee); (4) "Family Origin and Universality" (Bron B. Ingoldsby); (5) "Patterns of Kinship and Residence" (Max E. Stanton); (6) "Marital Structure" (Bron B. Ingoldsby); (7) "Mate Selection and Marriage" (Bron B. Ingoldsby); (8) "Parents' Socialization of Children" (D. Terri Heath); (9) "Divorce: A Comparative Perspective" (Patrick C. McKenry and Sharon J. Price); (10) "Chinese Families in Later Life" (William H. Meredith and Douglas A. Abbot); (11) "Women and Households in the Third World" (Suzanna Smith); (12) "Household

(120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Health; *Children; *Child Welfare; Cognitive Development; Developing Nations; *Educational Opportunities; Foreign Countries; Hunger; Improvement Programs; Peace; Poverty; *Social Services; *Well Being
IDENTIFIERS- Historical Background; *UNICEF

Young people deserve to grow and thrive in good times and bad, in poverty and prosperity, in war and peace. Yet children still suffer from hunger, poverty, and maltreatment, even in a country as rich as the United States. This paper provides a historical background of the United Nations Children's Fund (UNICEF), the kinds and nature of the services it provides, and how individuals can help UNICEF to provide a better environment for children. Recommendations include providing access to quality education, helping children to gain language and cultural training, encouraging them to develop self esteem and important life skills such as critical thinking and assertiveness, and teaching children to understand global problems such as pollution and destruction of the rain forest. People need to see every child as their own child, so that all people can learn to live productively in a world of great diversity. (MOK)

ED 394 661 PS 024 037

Child Day Care Center Licensing Study, 1996.
PUB DATE- Feb 96
NOTE- 251p.; For 1994 study, see ED 369 518; for 1995 study, see ED 390 547.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Abuse; Child Health; Child Neglect; Day Care; *Day Care Centers; Definitions; Discipline; Early Childhood Education; Employment Qualifications; Government Role; Immunization Programs; Infants; Legislation; *National Surveys; Safety; School Age Day Care; Sick Child Care; Staff Development; *State Regulation
IDENTIFIERS- Subsidized Child Care Services

The information contained in this report was compiled by The Children's Foundation in fall 1995 and reflects data provided by the regulatory offices in the 50 states, the District of Columbia, Puerto Rico, and the Virgin Islands. The study is organized in alphabetical order of the states and territories. The requirements, regulations, and policies pertaining to child day care centers in each are divided into 26 categories: definition and number of regulated programs, requirements, regulations, unannounced inspection policy, complaint procedure, staff qualifications, staff prescreening, staff training, child documentation policy, child immunization policy, discipline policy, emergency medical consent policy, environmental policy, smoking policy, swimming pool policy, transportation policy, infant care programs, overnight care programs, school age programs, sick child care programs, subsidized child care programs, programs for children with disabilities, national life safety fire code, child abuse and neglect, local contact, and pending legislation. The 1996 study shows only a slight increase from 1995 in the number of regulated centers nationwide. A question and answer summary reflects the questions asked most often. Included also are a definition of terms and a list of all the regulatory offices for each state or territory. (DR) in the delivery of children's services. The responses of policymakers and selected education and service initiatives in California, Kentucky, Michigan, North Carolina, Oregon, Vermont, and Wisconsin are highlighted. State reports are based on interviews with major observers (key state leaders, officials and advocates) and reviews of relevant written materials. For each state there is a report, beginning with a summary, followed by a formatted illustration page, "At a Glance," showing government structure, budget process, fiscal capacity, demographics, revenues, expenditures, and resources for education and other children's services. Each state section also includes an introduction to the state's efforts to reform the financing and delivery of children's services, descriptions of specific programs, discussions of salient issues, and overall observations. (ET)

ED 394 679 PS 024 090

Vernon, Ann; Al-Mabuk, Radhi H.
What Growing Up Is All About: A Parent's Guide to Child and Adolescent Development.
PUB DATE- 95
NOTE- 192p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- *Adolescent Development; Adolescents; Attention Deficit Disorders; Behavior Problems; Child Behavior; *Child Development; *Child Rearing; Children; Delinquency; Depression (Psychology); *Developmental Stages; Discipline; Eating Disorders; Emotional Problems; Interpersonal Communication; *Parent Child Relationship; *Parenting Skills; Sexual Abuse; Substance Abuse; Suicide
IDENTIFIERS- Disciplinary Styles; Family Communication; *Parent Effectiveness; Parenthood; Parenting Styles; Religious Cults

Noting that parenting is a responsibility people enter into with varying degrees of competence and confidence, this book offers parents information on children's developmental stages so that they may effectively address typical problems of childhood and adolescence. Following a brief introduction, the first chapter of the book discusses general concepts, such as myths about parenting children and adolescents, emotions and beliefs that interfere with effective parenting, and styles and stages of parenting. The second chapter presents information about communication and discipline. The next four chapters describe the characteristics of children and adolescents during the following specific stages of development: preschool (ages 2 through 5); middle childhood (ages 6 through 11); young adolescence (ages 11 through 14); and mid-adolescence (ages 15 through 18). Examples of typical issues and problems are accompanied by specific, practical suggestions for addressing these concerns. The final chapter concludes with information about several problems that are not necessarily uncommon but fall outside the realm of what most children and adolescents typically experience in the normal growing up process. The problems discussed are: attention deficit hyperactivity disorder (ADHD), suicide, depression, delinquent behavior, eating disorders, drug and alcohol abuse, sexual abuse, and cult involvement. Contains 67 references. (TJQ)

ED 394 680 PS 024 091

students were related to the intuition component of the Myers-Briggs Personality Type Indicator. The full personality profiles showed no significant relationship with the TAS total score, indicating that more factors may be at work in influencing attitudes toward relationships with children. Generalizations to the larger population were not possible due to the nature and size of the sample. While the TAS demonstrated good internal reliability, it requires additional testing before it can be utilized as an effective measure of teacher attitudes toward attachment relationships. (BAC)

ED 394 698 PS 024 142

Pasztor, Eileen Mayers; Wynne, Suzan F.
Foster Parent Retention and Recruitment: The State of the Art in Practice and Policy.
PUB DATE- 95
NOTE- 88p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Welfare; Family Programs; Foster Care; *Foster Children; *Foster Family; *Labor Turnover; *Policy Formation; Program Administration; Program Design; Program Improvement; *Recruitment
IDENTIFIERS- Historical Background

The demand for family foster care services has increased rapidly during the past decade, as has the number of special needs children requiring foster care. This monograph presents information collected over the past 20 years concerning policies and programs which have been used to retain and recruit foster parents. The ever-increasing need for foster parents in the United States is reviewed. Part 1 of the monograph provides a historical overview of the general history of foster parenting itself and subsequent training programs developed prior to 1980. The contemporary period of 1982 to the present is examined by focusing on 21 specific local, sate and national projects which have added to the knowledge base on retention and/or recruitment of suitable foster parents. Part 2 of the monograph provides recommendations based on the projects discussed in Part 1. Twenty five specific recommendations for retention and support of foster parents are enumerated and explained in detail. Three specific guidelines for recruitment and development of foster parents are also presented and detailed. The final set of recommendations provides suggestions for evaluation of the proposed plans for recruitment and retention of foster parents. A summary of the urgency and importance of implementation of successful programs concludes the book. Contains 73 references. (SD)

ED 394 699 PS 024 144

McCann, Thurma; And Others
The Healthy Start Initiative: A Community-Driven Approach to Infant Mortality Reduction. Volume III: Sustainability.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 95
NOTE- 122p.; For volume 1, see ED 375 953; for volume 2, see ED 381 261.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.

of risk, describing and analyzing each category. Section 2 presents county profiles for Minnesota. For each county, a brief description, map, demographic information (including population, number of children, number of children under age 6), and statistics under the categories of "Family Economics," "Birth Circumstances and Health," and "Signs of Trouble" are provided. An addendum is included, "1993 Substantiated Reports of Child Abuse and Neglect," divided by county. (BGC)

ED 394 718 PS 024 175

Davies, Don, Ed.; Johnson, Vivian, Ed.
Crossing Boundaries: Multi-National Action Research on Family-School Collaboration. Report No. 33.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 96
NOTE- 283p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Action Research; College School Cooperation; *Cooperation; Coordination; Crisis Intervention; *Family Involvement; *Family School Relationship; Foreign Countries; Multicultural Education; Parents; Parent Teacher Cooperation; *Partnerships in Education; Research; Research Methodology; Surveys
IDENTIFIERS- Australia; Chile; Czechoslovakia; Portugal; Spain

This report details studies by eight researchers from five countries--Australia, Chile, the Czech Republic, Portugal, and Spain--that examine boundary-crossing issues between teachers and parents, between policies and school reality, between cultures, and between research and practice. All of the studies were based in elementary schools and involved collaboration among university or research organizations and schools. The study's objectives were: to identify the commonalities and differences of approaches and results in five countries seeking to increase family involvement in school; (2) to learn what works, what doesn't, and under what conditions; (3) to explore the use of different approaches to participatory, or "action," research; and (4) to stimulate further multi-national studies and projects through the Center on Families, Communities, Schools and Children's Learning International Network. The chapters are: (1) "Introduction" (D. Davies and V. Johnson); (2) "Perspectives on Action Research Methodology and the Seven Case Studies" (S. Stoer); (3) "Family-School Partnerships in Three Portuguese Schools" (R. Marques and others); (4) "Parent Involvement in Schools in Spain: A Case Study" (R. Gonzalez); (5) "Building School-Family-Community Partnerships in the Process of Social Transition in the Czech Republic" (E. Walterova); (6) "Schools Reaching Out: An Australian Case Study" (D. Toomey); (7) "Project 'Educando Juntos'--Family and School Educating Together" (B. Icaza); and (8) "Perspectives across Seven Case Studies" (V. Johnson and D. Davies);. The case studies show that, although boundaries between home and school are difficult to cross, a multicultural mix of parents, teachers, principals, and researcher-facilitators can be successful. The report also gives recommendations for resource allocation, policy support, administrative support, action teams, and networking among projects. Each chapter contains references. (BGC)

ED 394 719 PS 024 176

EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Child Caregivers; *Child Health; Early Childhood Education; *Family Health; Health; Health Needs; Health Programs; *Health Promotion; Health Services; Learning Activities; *On the Job Training; Personnel; Skill Development; *Staff Development; Staff Role; Training; Training Objectives
IDENTIFIERS- Caregiver Training; Professional Concerns; *Project Head Start

This training guide is designed to aid Head Start staff in exploring personal understandings of health and wellness and to further their contribution to the health of coworkers, children, and families. It explains the importance of health to Head Start's mission--to encourage social competence; promote the development of personal definitions of health; and present a vision of health services that begins with basic health needs and expands to the promotion of positive health behaviors. Each training module consists of the following segments: expected outcomes, key concepts, background information, questions for discussion/reflection, outlines of learning activities, handouts, points to consider, and ideas to extend practice. The three modules are: (1) "Health and Wellness--What Do They Mean?," aimed at developing individual definitions of health, increasing communication about health issues, and increasing effectiveness as resource persons; (2) "Linking Health and Social Competence," focusing on identifying health issues in children and designing an action plan; and (3) "Planning for a Healthier Tomorrow," helping individuals and teams develop strategies that incorporate health promotion into interactions with Head Start staff, children, and families. The conclusion suggests actions for continuing professional development. Contains 14 references. (BGC)

ED 394 738 PS 024 220

Brush, Lorelei; And Others
Options for Full-Day Services for Children Participating in Head Start.
SPONS. AGENCY- Office of the Assistant Secretary for Planning and Evaluation (DHHS), Washington, D.C.
PUB DATE- 7 Mar 95
NOTE- 133p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- Child Rearing; *Cooperation; *Day Care; *Federal Aid; *Financial Support; *Full Day Half Day Schedules; Preschool Education; Program Descriptions; Standards; Training
IDENTIFIERS- *Project Head Start

Although Head Start has legislative authority to fund full-day services, full-day programs are rare and often limited to special needs populations. Grantees are encouraged to provide more extended hours by pulling together funding from other federal, state, and local sources. This study analyzes ways in which full-day services are currently offered by a small group of Head Start grantees. Focusing in-depth on eight grantees in eight different states that fund extended hours, the study covers program services, achievements, and challenges. Three distinct modes of service approaches were found in the grantee sample. These approaches are: (1) wraparound care, where funding from sources other than Head Start is used to expand the length of the service day; (2) wrap-in care, in which Head courses. However, participating faculty identified major advantages to team teaching: (1) team teaching allowed students from diverse geographic regions to share viewpoints and experiences; (2) multiple instructors brought a broader base of examples to the course; (3) exposure to multiple faculty provided opportunities to observe different points of view and a collaborative approach to teaching; (4) instructors became familiar with the work of more students than they would have had they taught their section alone; and (5) responsibilities of designing and teaching a class were easier when shared with another teacher. The use of team teaching appears to be a viable option for the effective and efficient delivery of distance education coursework. (LP)

ED 394 755 RC 020 554

Burke, John C.
Preparing School Systems To Deliver a Hybrid Education Program for Students with Autism Via Distance Learning Classrooms, In-Class Teleconferencing, and Listserv Technology.
PUB DATE- Mar 96
NOTE- 18p.; In: Rural Goals 2000: Building Programs That Work; see RC 020 545.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Autism; Behavior Disorders; *Behavior Modification; Classroom Communication; Classroom Techniques; *Distance Education; *Educational Technology; Elementary Secondary Education; Higher Education; Inclusive Schools; *Inservice Teacher Education; Models; Program Descriptions; Student Development; Teacher Student Relationship; *Teaching Methods; Technical Assistance
IDENTIFIERS- Johns Hopkins University MD; *Maryland

The Center for Technology in Education (CTE), a partnership between Johns Hopkins University and the Maryland state department of education, developed a model for teaching autistic students that integrates technology-based instructional and behavioral supports into existing curriculum. The goal is to promote student gains in communication, social skills, and academics, as well as to increase students' overall involvement in classroom activities. The model recommends teacher training in providing clear instructions, prompts and prompt fading, positive reinforcement, behavior modification techniques, and advanced teaching principles such as targeting student responsiveness and providing students with opportunities for appropriately communicating their needs. The model also advocates the use of light or high technology based on student needs and demands of the learning task. Light and high technology include equipment such as voice output communication devices, picture systems, sequence and cue cards, touch screens, modified keyboards, switch access devices, and sign language. Teachers also need to target behaviors related to motivation, cooperation, and responsiveness; learning strategies and methods that help students learn more efficiently; and skills that help all students function in the inclusive educational setting. Equally important is the development of an individualized continuity plan that promotes longitudinal gains and transitions across teams of staff members within a school or across schools, and the use of school-wide staff training to promote methods of inclusion. Currently, CTE is exploring alternative methods for readability levels of textbooks and materials, and allowing students to use various forms of technology as a compensatory strategy. The high response to the "would consider" column indicates that educators are interested in curriculum modifications for the mildly handicapped, but have not implemented them, perhaps because of a lack of training in these interventions. Includes survey items and response percentages. (TD)

ED 394 771 RC 020 570

Thurston, Linda P.; Navarrete, Lori
A Tough Row to Hoe: Research on Education and Rural Poor Families.
PUB DATE- Mar 96
NOTE- 9p.; In: Rural Goals 2000: Building Programs That Work; see RC 020 545.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Family School Relationship; Low Income; *Mothers; *Parent Participation; *Poverty; *Rural Urban Differences; Social Services; Social Support Groups; *Special Education; Special Needs Students; *Welfare Recipients
IDENTIFIERS- Aid to Families with Dependent Children

Interviews with 265 low-income women examined demographic factors, maternal and child educational experiences, and social support factors, with a focus on urban-rural differences. The women lived in Kansas, Tennessee, Texas, and Florida, and ranged in age from 16 to 55; 94 percent had children and 80 percent were not currently married. The results show that rural poor women were more likely to be married or divorced while the majority of urban women were never married; almost twice as many rural as urban women had families of four or more children; rural women reported receiving welfare longer than urban women; rural respondents were generally older; and urban women had more education but were employed less than rural women. The most important findings that relate to special education personnel are: (1) poor mothers did not get involved in school activities, probably because of discomfort with teachers and lack of social support rather than because of attitudes toward school, which were positive; (2) poor families had more children with special needs, which, added to the stress and pressures of poverty, may prevent school involvement; and (3) lack of social support was a big factor in the lives of poor women. Schools that aim to be supportive of parents and involve parents in their children's education need to consider that lack of support can be a major barrier for parents. (Contains 12 references.) (TD)

ED 394 772 RC 020 571

Mayhew, Jack; And Others
Preparing Special Educators To Work with Culturally and Linguistically Diverse Exceptional Learners: A Rural Case Study.
PUB DATE- Mar 96
NOTE- 10p.; In: Rural Goals 2000: Building Programs That Work; see RC 020 545.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..."

Mathematics: Can We (Should We) Bring These Three Cultures Together?
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 95
NOTE- 30p.; Paper presented as part of a symposium entitled "Communities of Practice in Mathematics Classrooms: Reconciling Everyday and Mathematicians' Mathematics?" at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; Demonstration Programs; *Elementary School Students; *Geometry; Grade 5; Intermediate Grades; *Mathematics Instruction; *Minority Group Children
IDENTIFIERS- Ethnomathematics; *Mathematical Communication; *Situated Learning

This paper is based on efforts to bring change to school mathematics by trying to develop mathematics classroom communities in predominantly minority classrooms. In these communities, students work towards doing mathematics by working on open-ended, investigative situations; sharing ideas and strategies; and jointly negotiating meanings. Students also need to develop mathematics from their backgrounds and experiences with everyday mathematics. This paper explores the tensions and compromises resulting from the different conceptions of program participants (school and university teacher-researchers, students, and parents) of what mathematics is and of what mathematics children should learn. The work discussed focuses on geometry in a fifth-grade class. An appendix contains written work by students on finding angles on pattern blocks. Contains 38 references. (Author/MKR)

ED 394 789 SE 057 998

Braxton, Beverly; And Others
Math Around the World: Grades 5-8. Teachers' Guide. Great Explorations in Math and Science (GEMS).
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.; Carnegie Corp. of New York, N.Y.
PUB DATE- 95
NOTE- 190p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Games; *Global Approach; Intermediate Grades; Junior High Schools; Learning Activities; *Mathematical Concepts; Mathematics Instruction
IDENTIFIERS- Mathematics Activities

This document is a collection of eight games from four continents. Students use mathematics that is directly relevant to them as they take part in the games. The first five games (NIM, Kalah, Tower of Hanoi, Shongo Networks, and Magic Squares) feature presentation instructions that describe multiple-session classroom activities for grades 5-8. Instructions suggest how to introduce the games and guide students to discover and articulate the mathematical concepts underlying them. Each of these five games can also be set up as stand-alone learning stations along with three additional games (Game Sticks, Games of Alignment, and Hex). A chart relating motivational instructional approaches in formal science education environments. Results from the formal environment were nearly identical to those in the informal environment on all six constructs. Contains 65 references. (Author/JRH)

ED 394 815 SE 058 259

Smith, Coralee S.; Barrow, Lloyd H.
Questioning Categories Used By Elementary Science Teachers during Moving and Still Frames of Videodisc Instruction.
PUB DATE- 1 Apr 96
NOTE- 60p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (69th, St. Louis, MO, April 1, 1996).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Strategies; Elementary Education; *Elementary School Science; *Questioning Techniques; *Science Teachers; Teaching Methods; *Videodisks

The purpose of the study reported in this paper was to examine the categories of teacher-asked questions while using moving and still frames of science videodisc instruction. Videotapes were made of 12 volunteer, Midwestern, urban, elementary teachers using videodisc instruction. Coding of the teacher-asked questioning categories was determined using an adaptation of The Question Category System for Science (QCSS). Frequencies and percentages of question categories during moving and still frames of videodisc instruction were computed. Statistical analysis showed that there were no significant differences in the questioning categories asked by teachers during the moving or still frames of videodisc instruction. Contains 99 references. (Author)

ED 394 816 SE 058 260

Workman, Margaret A.; Bodner, George M.
Qualitative Analysis of the Graduate Student Experience.
PUB DATE- 1 Apr 96
NOTE- 28p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (69th, St. Louis, MO, April 1, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chemistry; *Doctoral Degrees; *Graduate Students; Higher Education; *Masters Degrees; *Sex Differences; Surveys
IDENTIFIERS- Focus Groups; *Gender Issues

This research study investigated the concern that too many women were dropping out of the Ph.D. program in chemistry and getting an M.S. degree. A major focus was on the differences and similarities in the reasoning between males and females who dropped out. The major source of data was focus group interviews involving 3 people in each of 2 interviews. The first interview consisted of females who decided not to continue in the Ph.D. program and stop with an M.S. degree and the second consisted of males who made the same decision. Surveys were also used as a method of triangulation. Results indicate that women were more likely than men to drop out of the chemistry Ph.D. program. The major difference between the men and the women was apparent in the percentage of students who changed from the Ph.D. track to the M.S. track. The women

Science is generally not seen as a subject that produces literate readers and writers, which is a major goal in the elementary grades. The purpose of the study reported in this paper was to determine the development of preservice elementary teachers' (N=46) definitions of language arts over the course of a semester. It also looked at ways preservice teachers with interest and expertise in language arts and limited science background can develop an effective approach to teaching science. Results indicate that the development of the preservice teachers' ideas about what constituted language arts can be described as a process over a continuum. They began the course talking about language arts as a way to teach reading and writing. But they later related how discussions during science lessons were incorporating language arts because students were listening to others and talking out their own ideas. It was concluded that it was possible to develop the views of preservice teachers in their definition of language arts by including science content in their curriculum. Implications for teacher education and recommendations include: (1) it was possible to develop the views of preservice teachers in their definitions of language arts by including science content in their curriculum; (2) the importance of using the reflective skills of language arts to help their own students develop their ideas became apparent; (3) the preservice teachers experienced interdisciplinary instruction, and were able to relate this through their own reflective thinking in their journal entries to their future classroom experiences; (4) preservice teachers were able to take the language arts methods with which they were comfortable and use them to successfully teach science content in their science methods course; and (5) the strategies employed here may increase comfort and confidence in teaching science. Contains 23 references. (JRH)

ED 394 837   SE 058 332

Kahn, Peter H., Jr.; Friedman, Batya
"Who'd Want To Walk Around Smelling Air That Stinks All the
  Time?: African American Parents' Views on the Environment and
  Environmental Education.
PUB DATE- Apr 96
NOTE- 18p.; Paper presented at the Annual Meeting of the American
  Educational Research Association (New York, NY, April, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
  Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Blacks; Elementary Secondary Education; *Parent
  Attitudes; *Parent Participation; Pollution; Urban Environment
IDENTIFIERS- African Americans

African American communities are disproportionately subjected to large amounts of environmental pollution and environmental hazards. However, little is known about their environmental concerns, understandings, and values. In the study reported in this paper, 24 African American parents from Houston, Texas were interviewed on their perspectives about nature and environmental education. Results showed that animals, plants, and parks played an important part in the lives of these parents and their families. Parents were also aware of the negative effects of environmental problems such as air pollution, water pollution, and garbage. Parents talked about such problems with their children, acted to help the environment, and believed it was important to live in harmony with nature. Five categories emerged which characterized

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; Civil Law; Civil Liberties; Civil Rights; Court Role; Elementary School Curriculum; Elementary Secondary Education; *Equal Education; *Equal Protection; Ethnic Discrimination; Instructional Materials; *Law Related Education; Lawyers; *Minority Groups; *Public Education; Racial Discrimination; Religious Discrimination; Secondary School Curriculum; Sex Discrimination; Social Studies; Teaching Methods
IDENTIFIERS- American Bar Association; *United States Constitution

Providing legal perspectives on equal protection with a focus on access to public education, this curriculum guide assists lawyers making classroom presentations and teachers at all levels. The elementary school curriculum provides students with a working knowledge of the concept of discrimination. It also introduces the differences between permitted and illegal discrimination. In the secondary school curriculum, students analyze a case study on the rights of children of undocumented aliens. Students are asked to express opinions on the right to a free public education for children of illegal aliens. This issue is used to frame student consideration of the Equal Protection clause of the Fourteenth Amendment. In addition to lesson plans, the booklet contains activity guides and sheets, a chronology of California immigration policy history, and instructions for a student forum. (LH)

ED 394 859 SO 025 179

Focke, Anne
Freedom of Expression in the Arts.
SPONS. AGENCY- Freedom Forum, Arlington, VA.
PUB DATE- Jul 91
NOTE- 53p.; For related document, see SO 025 180.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Advocacy; *Art Education; *Cultural Awareness; Elementary Secondary Education; *Policy Formation; *Popular Culture; Postsecondary Education
IDENTIFIERS- *Arts Advocacy

This report describes the process used by the Arts Midwest task force on freedom of artistic expression along with their findings and recommendations as they examined issues surrounding freedom of expression at the beginning of the decade. At a time when the National Endowment for the Arts was struggling through rigorous congressional reauthorization, partly in response to Cincinnati's Contemporary Arts Center's exhibition of Robert Mapplethorpe's photographs, this task force employed a sense of philosophical inquiry, rather than scientific analysis, during its probing. They grew to understand that the critical need facing them was not to provide a better definition of obscenity, but rather to have a better and more expanded discussion and understanding of the conflict that occurs between the rights of the majority and the rights of the minority. A comprehensive list of recommended actions for individuals and groups, striving to reach their goal is outlined. The "Resources" section offers a directory of 47 national and midwest arts advocacy organizations. (DQE)

Studies" (Andrew Mortimer); (6) "The Copy, the Parody and the Pastiche: Observations on Practical Approaches to Critical Studies" (Arthur Hughes); (7) "Talking about Artworks: The Verbal Dilemma" (John Bowden); (8) "Gallery and School: Art Study Programmes" (Katy Macleod); (9) "Art History in the Classroom: A Plea for Caution" (Brandon Taylor); (10) "Art History and Critical Studies in Schools: An Inclusive Approach" (Maureen Price); (11) "Art History in Schools: A Comprehensive Strategy" (Anthony Dyson); (12) "Before the Vanishing Point: Some Perspectives on Teaching Art History to Studio Practitioners" (Tony Collins); (13) "Art History and Art Students" (Rosalind Billingham); and (14) "The Use of Art and Design Education Archives in Critical Studies" (John Swift). (MM)

ED 394 881 SO 026 123

Brooks, Susan W.; Senatori, Susan M.
See the Paintings! A Handbook for Art Appreciation in the Classroom.
PUB DATE- 88
NOTE- 95p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aesthetic Education; *Art Activities; *Art Appreciation; *Art Education; Art History; Art Products; Audience Response; Blacks; Collage; Creative Activities; Critical Viewing; Curriculum Enrichment; *Design; Educational Strategies; Elementary Education; Enrichment Activities; Fine Arts; Impressionism; Instructional Design; Instructional Materials; Material Development; Realism; Resource Centers; Romanticism; Student Centered Curriculum; Surrealism; Visual Arts
IDENTIFIERS- Art Elements; *Black American Artists; Cubism; Landscapes; Portraits; Still Lifes; Time Lines; *Women Artists

This handbook gives guidelines for setting up an elementary level art appreciation program. The program encourages involvement by staff and parent volunteers, resource persons and presenters and utilizes commercially produced art reproductions. Sample art reproduction selections and schedules are given. An art vocabulary and a time line of world history and art sample program evaluations are included. Guidelines for questions and projects are provided for topics: (1) "Real versus Unreal"; (2) "Museum"; (3) "Art Reproduction"; (4) "Portrait"; (5) "Still Life"; (6) "Landscape/Seascape"; (7) "Abstract Art"; (8) "Surrealism"; (9) "Cubism"; (10) "Lines/Shapes/Patterns"; (11) "Movement"; (12) "Light Source/Shade"; (13) "Perspective"; (14) "Texture/Brush Stroke/Technique"; (15) "Color"; (16) "Style"; and (17) "Information About Artists." Resource and reference selections, an Art Appreciation Inventory, a bibliography, a program Flow Sheet, and sample charts and worksheets proved practical information. (MM)

ED 394 882 SO 026 203

MacGregor, Molly Murphy
Women and the Constitution. Curriculum Unit.
PUB DATE- 92
NOTE- 62p.
LANGUAGE- English

required too much time. Findings suggested that the culture of science at Wellesley does not appear to discourage students. (MSE)

ED 394 440 HE 029 134

Civian, Janet T.; Brennan, Robert T.
Student and Course Factors Predicting Satisfaction in Undergraduate Courses at Harvard University.
PUB DATE- Apr 96
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Rank (Professional); Class Size; College Faculty; *Course Evaluation; Course Organization; *Degree Requirements; Departments; Difficulty Level; Higher Education; *Majors (Students); Participant Satisfaction; Predictor Variables; *Student Attitudes; *Student Evaluation of Teacher Performance; Undergraduate Study
IDENTIFIERS- Harvard University MA

This study investigated predictors of Harvard University (Massachusetts) student ratings of courses. Data were drawn from 33,180 evaluations of 1,114 undergraduate courses in 47 departments. Predictors examined at the student level included satisfaction with the course, perceived course difficulty, whether the course was in the student's major, whether the course was required, and whether or not the student was a freshman. Course-level variables included mean student rating of difficulty, proportion of students who were majors, proportion of students taking the course as a requirement, proportion of students who were freshmen, course size, faculty rank, course format, and whether the course was introductory. Hierarchical linear modeling of the data found that factors positively influencing course satisfaction included: social sciences/humanities/core curriculum courses; higher level of difficulty; high proportion of majors; tutorial courses; course taught by an assistant or associate professor; and being in a freshman class with few freshmen. Factors found to have a negative influence on satisfaction included: math/science courses; high proportion of students taking the course as a requirement; and being in a math/science course and finding it more difficult than others. The rating form and statistical summaries are appended. (Contains 11 references.) (MSE)

ED 394 441 HE 029 135

Gardiner, Lion F.
Redesigning Higher Education. Producing Dramatic Gains in Student Learning. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 4p.; For the full report, see HE 029 136.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Achievement Gains; *College Instruction; *College Outcomes Assessment; Competency Based Education; Educational Environment; *Educational Quality; Evaluation Methods; Grading;

1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Blacks; Higher Education; Institutes (Training Programs); Interpersonal Relationship; Mentors; *Minority Groups; Summer Programs; *Teacher Attitudes; *Teacher Expectations of Students; *Teacher Student Relationship; Undergraduate Students

This paper reports the perceptions about students and the personal experiences of 23 faculty who served as preceptors for 32 undergraduate African American and other students of color and minority ethnic groups who participated in a 10-week, summer research program for high-achieving students. Each faculty member preselected the student that they wished to direct before official offers for participation were made. Faculty covered a broad range of disciplines from the humanities to the physical sciences. A significant aspect of the program was the involvement of the faculty in the social sciences and humanities, areas in which apprentice-like experiences are less common than in the sciences. Faculty were interviewed in the 9th and 10th week of the program to obtain their assessment of the program and their experiences, particularly their perceptions about the students and their relationships with them. Findings revealed that mentors' general perceptions about the students were positive, especially when related to a student's ability to conduct research. Mentors' perceptions of their own effort and involvement in the program were also positive. The perceptions of the faculty preceptors in this particular program argues well for the mentoring and involvement of minority undergraduate students in research projects across all disciplines. (Contains 18 references.) (NAV)

ED 394 461 HE 029 157

Riggins, Toija A.; Frierson, Henry T., Jr.
Gender Effects on Minority Students' Perceptions of Satisfaction with a Summer Research Program.
PUB DATE- 9 Apr 96
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Black Students; Higher Education; *Mentors; *Minority Groups; *Participant Satisfaction; *Sex Differences; Student Attitudes; *Summer Programs; Undergraduate Students
IDENTIFIERS- University of North Carolina Chapel Hill

This study focuses on a 10-week program called the Summer Pre-Graduate Research Experience (SPGRE) Program at the University of North Carolina at Chapel Hill. The SPGRE has been in place for six years; it is designed to reinforce and promote graduate study through participation in directed and often on-going faculty research projects. Students are African American, Native American, or Hispanic/Latino and are drawn from colleges around the country. A majority of the students have been women. Participants complete a self-report questionnaire at the end of the program. This study examines self-report data from 180 students over a six-year period to determine whether gender is associated with students' perceptions of satisfaction with

Program (TASP) which provides assessment and academic support for students entering Texas public institutions of higher education. The report includes a trend analysis of year-end TASP Test results and a cohort analysis of academic performance for 431,737 students tested for the program for academic years 1989-90 through 1993-94. Trend analysis shows the raw numbers for all students, except Whites, attempting the TASP Test continues to increase. Asian students appear to have more difficulty with language assessments of reading and writing, while other students have more difficulty with the mathematics assessment. All minorities except Asians appear to be increasing in proportion of overall passing rates. Cohort analysis shows that students who completed required remediation are performing in college at levels generally comparable to those students who did not require remediation. Seven appendixes provide the Texas Education Code authorizing the program, TASP Test Skills List, TASP Test results, and cohort data and outcome indicators by ethnicity. (JPB)

ED 394 479 HE 029 175

Field, Marilyn J., Ed.; And Others
Health Services Research: Work Force and Educational Issues.
SPONS. AGENCY- Agency for Health Care Policy and Research (DHHS/PHS), Rockville, MD.; Department of Veterans Affairs, Washington, DC.; Robert Wood Johnson Foundation, Princeton, NJ.
PUB DATE- 95
NOTE- 136p.; Support also provided by the Baxter Foundation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Allied Health Personnel; Career Development; *Databases; Data Collection; Doctoral Programs; Graduate Students; *Health Occupations; *Health Services; Higher Education; *Interviews; *Labor Force; Labor Force Development; National Surveys; Needs Assessment; Researchers

Health services research is a multidisciplinary field that investigates the structure, processes, and effects of health care services. This report focuses on one part of the field of health services research--its work force and its programs for educating and training that work force. This study undertook the following information collection activities: (1) a survey of directors of health services research training programs in the United States and Canada; (2) creation of a database of health services researchers in the United States; and (3) telephone interviews or panel discussions with key individuals in state governments, managed care organizations, hospital systems, consulting firms, and other nonacademic organizations. One of the first findings was that existing data on the size and characteristics of the health services research work force are fragmentary and incomplete. Recommendations are made to update and extend the database created for this study, to survey those with doctorates in health services, and to investigate the career paths and productivity of those who receive trainee grants or fellowship awards. Findings on work force supply and demand, training programs, and the need for future health services research are also included. Appendices provide additional information on: the new database on the health services research work force, the survey of educational programs, and multistate life table methodology. (Contains 77 references.) (CK)

ED 394 480 HE 029 176

anxiety levels of a selection of high and low anxious students in direct instruction and cooperative, self-regulated learning groups. It uses qualitative research techniques to describe and evaluate the effects of each program on motivation, anxiety, and learning, and it obtains feedback from students and instructor on the perceived strengths and weaknesses of each approach. Results indicate that for students undertaking computer skills courses, an instructional strategy which fosters the development of self-regulation and peer support reduces anxiety and increases motivation by enhancing a sense of control and competence. Appendices include a list of generic question stems, a list of interview questions, and a chart which assembles quotations and comments from the feedback. (Contains 22 references.) (Author/BEW)

ED 394 500 IR 017 801

Dempsey, John V.; And Others
Instructional Applications of Computer Games.
PUB DATE- Apr 96
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Style; *Computer Games; Computer Simulation; Computer Software; Evaluation Criteria; *Individual Differences; *Instructional Effectiveness; *Instructional Material Evaluation; *Problem Solving; Sex Differences

Games have long been used as instructional tools, but actual research examining that concept has been sparse. Increased sophistication and lower cost in hardware and software for personal computers has created a budding movement to incorporate computer games into learning environments. This paper discusses criteria for selecting an instructional game, which include simplicity, adaptability, potential for educational use, difference from other games in its category, and ability to be played by a single player. Games are grouped into eight categories: adventure games; arcade games; board games; card games; miscellaneous games; puzzles; simulations; and word games. The paper also describes some instructional applications of computer games, and describes a study in which 40 computer games were sampled by 40 adult participants; each game was played by two males and two females. An evaluator was present as the game was played. Researcher observation and follow-up interviews with the participants shed light on how differences in gender, learning style, and preferred problem-solving strategy affected the impact of the game on the individual learner. Results of the study showed that subjects felt that adventure, arcade, board, simulations, puzzles, and wordgames could be used for teaching problem solving and decision making. Most players felt that games containing violence had no place in education. Several players felt that the gambling scenarios depicted in card games were inappropriate for children, and should be limited to an adult population. A list of games used in the study and a list of suggested instructional benefits of various classifications of computer games are appended. (Contains 18 references.) (BEW)

ED 394 501 IR 017 802

Morritt, Hope

ED 394 518 IR 017 819

Technology and Education Standards. Issue Brief.
PUB DATE- 4 Mar 96
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Standards; Access to Information; *Computer Uses in Education; Educational Development; Educational Finance; *Educational Technology; Elementary Secondary Education; Equal Education; Professional Development; School Districts; *State Standards; *Statewide Planning; Strategic Planning; Student Improvement
IDENTIFIERS- Access to Computers

Computers, telecommunications, and interactive cable are among the many technologies that have immense potential to help schools reach higher standards. To realize this potential, policymakers and educators must coordinate technology purchases and uses with articulated learning standards and curriculum goals. Governors can play a valuable role in this process by helping to ensure that all schools have access to technology and use it to support high quality instruction. Studies on the use of technology for classroom instruction point to a range of benefits, including increases in student achievement levels. Technology also enables teachers to enrich student learning experiences by bringing the outside world into their classrooms and obtaining instructional resources that go beyond what a single school or district can provide. Voice mail, electronic mail, and video can increase parents' involvement in their children's education. Technology can provide educational equity by providing access for all schools to information and high-quality learning experiences. By facilitating communication, providing greater access to information, and saving time, administrative uses of technology can support school improvement and in some cases cut costs. State and district officials must plan for technology costs which go beyond one-time hardware and software expenditures. Financial support must come from reallocation of existing resources and from creative public-private partnerships. (AEF)

ED 394 519 IR 017 820

Strategic Plan for Information and Communication Technology
PUB DATE- 20 Feb 96
NOTE- 198p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Mediated Communication; *Computer Uses in Education; *Educational Planning; Educational Technology; *Information Technology; Needs Assessment; *Strategic Planning; Two Year Colleges; Use Studies
IDENTIFIERS- *Durham Technical Community College NC; *Technology Plans

Durham Technical Community College engaged in a strategic self-study which focused upon the development of an information and communication technology plan. A Steering Committee was appointed to oversee the self-study process and two principal committees--Instructional Technologies and Administrative Systems--and 12 study groups conducted the major work on the study. The study groups and principal committees collected information, identified needs for information and communication abilities for which administrators were selected, the ability to chastise mistakes or poor performance received the highest rating, an outcome which does not follow the view in TQM of administrators as facilitators; (2) with respect to situations which compromise learning, respondents rated creating fear by giving grades the highest and large class size the lowest; (3) only 2 respondents disagreed with the statement that faculty should participate in the governance of the college; and (4) 22 respondents agreed and 16 disagreed that testing after course completion was the best method for maintaining quality instruction, while 41 agreed that continuously assessing learning during the course was the best method. A copy of the survey is included. Contains 23 references. (TGI)

ED 394 536 JC 960 253

Santa Rita, Emilio; Bacote, Joseph B.
The Benefits of College Discovery Prefreshman Summer Program for Minority and Low Income Students.
PUB DATE- 26 Feb 96
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Academic Persistence; Community Colleges; Educational Counseling; *High Risk Students; Minority Groups; *Outcomes of Education; Participant Satisfaction; *Program Effectiveness; Remedial Programs; School Holding Power; School Orientation; Special Needs Students; Student Adjustment; *Student Attitudes; Student Development; *Summer Programs; Two Year Colleges; *Two Year College Students
IDENTIFIERS- City University of New York Bronx Community Coll

The College Discovery Prefreshman Summer Program (CDPSP) at New York's Bronx Community College is a 6-week summer bridge program providing minority and low-income students with career counseling, study skills, and intensive instruction in English, reading, and mathematics. To determine the effects of the program on participants' academic, personal, and social development, a study was undertaken of the 52 students enrolled in the 1993 CDPSP. Academic outcomes were tracked through the students' first 2 semesters and questionnaires were mailed in February 1994 to gather data on students' attitudes regarding the program. An analysis of academic records and survey responses received from 44 students indicated the following: (1) participants were 65% female, 48% African-American, 44% Hispanic, and 8% Asian; (2) with respect to fulfillment of participants' academic and non-academic goals, African-Americans gave the highest and Asians gave the lowest ratings; (3) with respect to the preparation received from the CDPSP, participants gave classroom preparation a mean rating of 2.2 out of 3, while attitudinal preparation received a mean rating of 2.3; (4) during the CDPSP, participants' mean grade point average (GPA) was 2.64, while for fall 1993-94 it fell slightly to 2.3 and for spring 1994 it rose to 2.37; and (5) 93% of the CDPSP students persisted into their third semester. Data tables are appended. (TGI)

ED 394 537 JC 960 254

Santa Rita, Emilio
Characteristics of Successful Students Readmitted Following Academic Suspension.
PUB DATE- 20 May 96
NOTE- 18p.

changing environment and the service of emerging, nontraditional needs in the new market. The first programs to initiate CE classes were offered in 1992 and included courses in the Physical Education, Fine Arts, and Business departments. At NHC, when partnerships are established between academic and continuing education courses, the academic instructor or associate dean designates a particular number of seats for CE students in the course. Benefits of CE at the college have included increased enrollment, which has resulted in offering some classes that would have been canceled otherwise; some students have transferred from CE classes to credit programs; and many CE students are professionals taking classes for advancement and can help other students. Problems have included convincing academic educators that continuing education is serious education, assuring lab supplies for CE students, and communicating information about CE sessions to adjunct faculty. (BCY)

ED 394 554 JC 960 289

Berry, James; Ellington, Deborah
Chasing Your Tail: Resource Management in the Technology-Based Classroom.
PUB DATE- Feb 96
NOTE- 7p.; In: The Olympics of Leadership: Overcoming Obstacles, Balancing Skills, Taking Risks. Proceedings of the Annual International Conference of the National Community College Chair Academy (5th, Phoenix, AZ, February 14-17, 1996); see JC 960 276.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; Computer Assisted Instruction; *Computer Graphics; *Computer Storage Devices; *Multimedia Instruction; *Multimedia Materials; Two Year Colleges

Even though the increasing amount of multimedia material available for technology-assisted classrooms can make presentations more attractive and aesthetically pleasing, instructors and administrators should be aware of the increased demand on technology resources that the new graphics and animation programs create. Use of these materials invariably increases the memory requirements of hardware, while attempts to create multimedia materials can put strains on a system's storage and transfer capacities. To more effectively use technology assisted programs, individuals should have an understanding of the nature of graphics files and elements which effect the size of files. Graphics can be either bitmaps, a matrix of dots drawn on the screen and used for photorealistic images, or vector-drawn, used for geometric shapes. In terms of memory for creating and storing graphics, the size and resolution (i.e., number of pixels per linear inch) should be taken into consideration, as well as the bit depth of the color palette, which ranges from 1-bit for black and white or any two colors to 24-bit, providing more than 16 million colors and used for photo-realistic images. The most common image formats include the Macintosh graphics format (PICT); the Joint Photographic Experts Group (JPEG) format, allowing for considerable compression; and Graphics Interchange format (GIF). (BCY)

ED 394 555 JC 960 290

NOTE- 8p.; In: The Olympics of Leadership: Overcoming Obstacles, Balancing Skills, Taking Risks. Proceedings of the Annual International Conference of the National Community College Chair Academy (5th, Phoenix, AZ, February 14-17, 1996); see JC 960 276.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Educational Administration; Educational Needs; *Educational Quality; Models; *Needs Assessment; Organizational Change; *Organizational Development; *Organizational Effectiveness; Self Evaluation (Groups); Student College Relationship; *Total Quality Management; Two Year Colleges

As a result of global competition in business, Total Quality Management (TQM) has been seen as necessary to provide competitive products and services that customers want and need at attractive prices. In applying the principles of TQM to higher education, however, the perceived need for survival and competition in business and industry does not often exist. TQM is seen as a voluntary effort and commitment may not be total. For TQM to succeed at colleges and universities, students must be viewed as customers and their needs and wants as customers must be identified. Once this view of students is accepted, the operational process must be implemented. This involves creating a steering committee, complete with vision and mission statements and the identification of objectives, rewards, and consequences; undertaking institutional self-assessment, reviewing commitment, cost, resources, timing, and employee involvement and support; selecting the quality improvement process that will be implemented; providing training regarding time requirements, scheduling, costs, and job skills updates; and designing an implementation strategy. One model which can be useful is the Motorola Quality Process, which includes the following stages: (1) identify products created and services provided; (2) identify customers and what they consider important; (3) identify organizational needs with respect to the provision of products and services; (4) define the process; (5) eliminate wasted effort; and (6) ensure continuous improvement through evaluation and feedback. (TGI)

ED 394 572 JC 960 307

Carmichael, Georgia; Malague, Marianne
How To Resolve Conflicts Effectively.
PUB DATE- Feb 96
NOTE- 8p.; In: The Olympics of Leadership: Overcoming Obstacles, Balancing Skills, Taking Risks. Proceedings of the Annual International Conference of the National Community College Chair Academy (5th, Phoenix, AZ, February 14-17, 1996); see JC 960 276.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Responsibility; Administrator Role; Community Colleges; *Conflict Resolution; *Department Heads; Grievance Procedures; *Problem Solving; *Student School Relationship; *Teacher Administrator Relationship; Two Year Colleges

Conflict resolution at community colleges or other organizations

(150)
DESCRIPTORS- *Allied Health Occupations Education; *Clinical Experience; Community Colleges; *Community Health Services; Community Services; *Curriculum Development; Experiential Learning; *Nursing Education; Partnerships in Education; School Community Relationship; *Service Learning; Social Responsibility; Two Year Colleges
IDENTIFIERS- *Northern Virginia Community College

Recognizing the need to be proactive in redefining the role of nursing and allied health practitioners at the associate degree level and transforming curricula to meet the changing demands of health care, the Division of Health Technologies at Northern Virginia Community College, in partnership with local community agencies, implemented the Mobile Nurse-Managed Health Center Program (MNMHCP). The purpose of the MNMHCP is to develop a model of community-based clinical practice incorporating service learning as a structured part of the curriculum. The program's objectives are structured around the following three components: (1) community impact, focusing on the provision of health care to underserved populations and developing health education resources; (2) participant impact, including improving the civic commitment and leadership skills of 150 nursing and allied health students by engaging them in direct provision of primary care services; and (3) institutional impact, focusing on the development of new curricula and stronger partnerships with community organizations. Students in the program participate in 64 hours of service-learning during a 4-week community-based practicum, while health care services are offered 4 days a week at over 10 sites. Appendixes include a chart and objective forms illustrating differences between the current Nursing Program curriculum and the proposed Nursing Service Learning Curriculum developed as part of MNMHCP project. (TGI)

ED 394 589   JC 960 324

Welch, Gerry
Seasoned Chairs and Deans Can Learn New Tricks.
PUB DATE- Feb 96
NOTE- 7p.; In: The Olympics of Leadership: Overcoming Obstacles, Balancing Skills, Taking Risks. Proceedings of the Annual International Conference of the National Community College Chair Academy (5th, Phoenix, AZ, February 14-17, 1996); see JC 960 276.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Responsibility; *Burnout; College Administration; Community Colleges; *Department Heads; Instructional Leadership; *Job Satisfaction; Leadership Responsibility; *Morale; Motivation; *Staff Development; Two Year Colleges

The demands of the job of an academic chair are varied, numerous, and often frustrating and unrewarding. Long-term chairs, those with 5 to 20 years of experience, usually work through a period of deciding whether to resign or attempt renewal. Since the continuity and commitment of a long-term chair can be a valuable asset for an institution, encouraging renewal is a worthy staff development investment for a college. Departmental chair renewal begins by examining the three roles that a chair plays: academic, managerial, and leadership. Academically, chairpersons must keep abreast of developments in their

NOTE- 176p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgeting; College Planning; *Community Colleges; *Economic Impact; Educational Finance; *Educational Strategies; *Enrollment Trends; *Financial Exigency; Financial Support; *Retrenchment; School District Spending; State School District Relationship; Two Year Colleges
IDENTIFIERS- *California Community Colleges

Providing both state-level and individual college data, this two-part report examines the effects of revenue shortfalls on the California Community Colleges during the state's economic recession in the early 1990's and reviews strategies employed to cope with the shortfalls. The first part examines the effect of the recession on the community college system in general, covering the following time periods: (1) the pre-recession period from 1990-91, indicating that the system experienced a 9% growth in revenue, the per unit fee remained stable at $5, and faculty salaries increased 7.4%; (2) the first year of the recession from 1991-92, indicating that there was a 1.2% decrease in revenues and a 41% increase in unfunded, full-time equivalent students since colleges chose not to cut services; (3) the second year of recession from 1992-93, highlighting a per unit fee increase from $6 to $50 for bachelor degree holders and the resulting enrollment decrease; and (4) the third year of recession from 1993-94, focusing on a general per unit fee increase from $10 to $13, a decrease in fall 1993 headcount enrollments by 124,000 from fall 1992, and the system's inability to rehire or fill the positions of 3% of the part-time and 4% of the full-time faculty posts. The second part, the bulk of the report, describes specific strategies used by each of the system's 71 districts and 106 colleges to cope with fiscal limits. (TGI)

ED 394 606 JC 960 342

Chan, Chuen-Rong; McIntyre, Charles
California Community Colleges Report on Enrollment, 1993-94.
PUB DATE- Dec 95
NOTE- 78p.; For the 1990-93 enrollment report, see ED 377 927.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Attendance; Community Colleges; *Enrollment; *Enrollment Rate; *Enrollment Trends; Ethnic Groups; Females; Full Time Equivalency; Males; *School Demography; Tables (Data); Two Year Colleges; *Two Year College Students
IDENTIFIERS- *California Community Colleges

The second in a series of annual reports on enrollment in the California Community Colleges (CCC's), this document provides tables and graphs describing CCC enrollment for the 1993-94 academic year using student data from the Chancellor's Office Management Information System. The first section provides a summary of statewide enrollment and full-time equivalency students (FTES), including data on total enrollment and FTES for 1990-95 and trends in headcount and credit/non-credit enrollment for 1970-95. Section 2 provides statewide summaries of fall enrollments for 1993-94 examined by workload (i.e., full-time, part-time, and non-credit), age, gender, ethnicity (i.e., American Indian, Asian/Pacific Islander, Black, Filipino, Hispanic, and White), enrollment status (i.e., first-for Women, "Discrimination Not the Problem" (Frene Ginwala); and (8) Aid, "A Shameful Condition" (Gro Harlem Brundtland). The report also includes a section, "National Performance Gaps," that provides additional statistical data on the progress of nations. This section presents the national performance gaps for all countries in child survival, nutrition, and primary education, along with a basic social profile of each nation and a list of social and development goals that have been adopted for 1995 and the year 2000. (MDM)

ED 394 624 PS 023 515

Hodges, Julie
Conflict Resolution for the Young Child.
PUB DATE- 95
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Annotated Bibliographies; Bibliotherapy; *Children; *Childrens Literature; *Class Activities; *Conflict Resolution; Curriculum Development; Early Childhood Education; Learning Activities; *Prosocial Behavior; Teacher Role; Violence
IDENTIFIERS- *Peace Education

This paper outlines a curriculum for young children that emphasizes conflict resolution and social development. It discusses the causes of violent behavior among children and describes activities and recommends children's literature on conflict resolution that can be used in the classroom. Several activities are examined, including role-playing activities, the use of conflict incidents to teach lessons on conflict resolution and appropriate social behavior, and games. Specific advice is also provided to teachers on how to instill prosocial behavior in young children. An annotated list of 60 children's books on conflict resolution and prosocial behavior is included. An annotated list of 66 books to be used in bibliotherapy are also included, and focus on specific issues such as divorce, adoption, death, siblings. (MDM)

ED 394 625 PS 023 685

The Toy Manufacturers of America Guide to Toys and Play. Revised Edition.
PUB DATE- Nov 94
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Age Differences; Checklists; Cognitive Development; *Early Childhood Education; Infants; Parenting Skills; *Parent Participation; *Play; Problem Solving; Safety Education; *Selection; *Toys
IDENTIFIERS- Child Safety

When children play with a broad variety of toys, the experiences help them to develop to their fullest potential. This booklet is designed to help parents provide the best play opportunities for children. It describes how the toy industry and government work together to ensure toy safety and offers simple charts to

Division of Labor in Industrial Societies" (Linda L. Haas); (13) "Gender Relations and Marital Power" (Jack O. Balswick and Judith K. Balswick); (14) "Looking Back, Looking Forward: African American Families in Sociohistorical Perspective" (Norma J. Burgess); (15) "Poverty and Patriarchy in Latin America" (Bron B. Ingoldsby); (16) "Public Policy and Poverty: A Framework for Analysis" (Rosalie Huisinga Norem and Suzanna Smith). Each chapter contains references. (AA)

ED 394 643 PS 023 959

School Health Services in Wisconsin. Staff Brief 94-7.
PUB DATE- 21 Sep 94
NOTE- 41p.; For a related document, see ED 334 790.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Ancillary School Services; Delivery Systems; Elementary Secondary Education; *Health Needs; Health Services; *Immunization Programs; Insurance; Models; Physical Health; Public Schools; School Districts; *School Health Services; *School Nurses; Special Health Problems
IDENTIFIERS- *School Based Clinics; School Based Services; Wisconsin; *Youth Risk Behavior Survey

This Staff Brief was prepared for the Joint Legislative Council's Special Committee on School Health Services, which was established to study pupil health services within the public school system. Part 1 provides background information on selected federal initiatives and programs, including a joint statement on school health, and a discussion of U.S. Department of Education and U.S. Department of Health and Human Services programs. Also discussed are Wisconsin initiatives and programs relating to school health services and health education in schools, including Department of Public Instruction Programs and Activities, and Department of Health and Social Services Programs and Activities. Part 2 describes statutory and administrative rule requirements relating to the provision of school health services in Wisconsin, including the state constitution; state and federal special education requirements; immunization requirements; school district standards for emergency nursing services; school district authority to hire school nurses; administration of drugs to pupils and emergency care; and human growth and development instruction. Part 3 describes general models for delivering school health services and for the delivery of school health services in Wisconsin in particular, including methods of providing nursing services in schools. Part 4 describes various mechanisms for financing school health services, including public and private insurance. The executive summary from the 1993 Wisconsin Youth Risk Behavior Survey is appended. (DR)

ED 394 644 PS 023 961

Moller, Valerie
Township Youth and Their Homework.
PUB DATE- 94
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Books (010),Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Blacks; Family Characteristics; *Family Environment; Foreign Countries; High Schools; *Homework;

ED 394 662 PS 024 038

Schunk, Dale H.
Attributions and the Development of Self-Regulatory Competence.
PUB DATE- Apr 96
NOTE- 29p.; Paper presented at the Annual Conference of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Active Learning; *Attribution Theory; *Child Development; Cognitive Development; Cognitive Style; Elementary Secondary Education; Feedback; *Goal Orientation; Learning Processes; Learning Theories; Problem Solving; *Self Concept; Self Efficacy; Student Attitudes; Study Habits; Teacher Role
IDENTIFIERS- *Self Observation; *Self Regulation

The concept of self-regulation--the process whereby students activate and sustain behaviors and cognitive paths which are systematically oriented toward attainment of learning goals--is increasing in importance among educators. Self-regulation includes activities such as attending to instruction; organizing, coding, and rehearsing information; establishing a productive work environment; using resources effectively; holding positive beliefs about capabilities; and experiencing pride and satisfaction about one's efforts. This paper presents theory and research that demonstrate positive effects of attributions and attributional feedback on self-regulation of learners. Developmental changes in the formation and meanings of attributions are discussed, with an emphasis on perceptions of ability and effort. Suggestions for classroom teaching to enhance student self-regulation are provided. Contains 39 references. (Author/BGC)

ED 394 663 PS 024 039

Schunk, Dale H.
Self-Efficacy for Learning and Performance.
PUB DATE- Apr 96
NOTE- 25p.; Paper presented at the Annual Conference of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Attribution Theory; Beliefs; Definitions; *Learning Theories; *Self Efficacy; *Self Evaluation (Individuals); Self Motivation; Validity
IDENTIFIERS- Bandura (Albert); *Goal Oriented Approach to Learning; Self Regulation

The theory of self-efficacy (beliefs concerning one's capabilities to learn or perform behaviors at designated levels), has developed since A. Bandura's work (1977) and continues to be applied to a variety of educational settings and grade levels. This paper addresses various issues pertaining to self-efficacy in settings involving academic learning and performance. The paper begins with a discussion of self-efficacy theory as discussed by Bandura and Schunk. Measurement issues are discussed in terms of reliability and

Sibley, Annette; And Others
Quality Initiative Year One Report: Georgia Head Start.
PUB DATE- 96
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accreditation (Institutions); *Administrators; Community Programs; Day Care Centers; Early Childhood Education; Educational Improvement; Family Programs; *Inservice Teacher Education; Institutional Evaluation; Preschool Children; Program Effectiveness; Program Evaluation; Program Improvement; Self Evaluation (Groups)
IDENTIFIERS- Developmentally Appropriate Programs; *Georgia; National Association Educ of Young Children; *Project Head Start

The five-year Georgia Head Start Quality Initiative was founded in 1994 to provide training and technical assistance (consisting of monthly group training sessions and individual on-site consultation) for Georgia Head Start administrators as they pursue National Association for the Education of Young Children (NAEYC) accreditation. This document reports on the activities of the first year of the Initiative. The first section of the report, "Project Overview," describes the three phases of the Initiative: (1) self-evaluation; (2) design and implementation of in-service training and improvement; and (3) document preparation for NAEYC accreditation. The second section, "Participating Programs," describes the 29 Head Start and Parent Child Center programs in Georgia that were invited to participate in the Initiative; the project began with 7 programs. In the evaluation phase, each participating program conducted a self-evaluation followed by a two-day training session and supervised practice classroom observations. In the second phase, the data collected in the first phase were examined to develop specific program improvement plans and to determine program readiness for accreditation. The third phase, preparation for NAEYC accreditation, included preparing a descriptive program report, documenting staff qualifications, conducting and summarizing parent and staff surveys, and conducting classroom observations. A closing section, "Reflections," states that the outcomes of the Quality Initiative can be measured at two levels: improvements in the quality of programs, and successful completion of NAEYC accreditation. Seventy-three percent of classrooms that completed the second self-evaluation documented improved classroom practices. An appendix consists of a description of the Challenging Teachers Summer Institute. (TM)

ED 394 681 PS 024 094

Schumacher, Catherine; And Others
Alaska Youth Risk Behavior Survey 1995 Report.
PUB DATE- Feb 96
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; Body Weight; Dietetics; *Early Adolescents; High School Students; Injuries; Intermediate Grades; Physical Activity Level; Secondary Education; Sexuality; State Surveys; Substance Abuse

PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Child Development; Community Development; Coordination; Economic Development; Government Role; *Infant Mortality; Prevention; *Program Evaluation; *Public Health; Resources; *Social Change; Substance Abuse; Violence
IDENTIFIERS- *Healthy Start Program; Maternal and Child Health Services; Medicaid; *Sustainability

The Healthy Start Initiative is a national five-year demonstration program that uses a broad range of community-driven, system development approaches to reduce infant mortality and improve the health and well-being of women, infants, children, and families. This volume, third in the series, deals with the topic of sustainability, which refers to efforts by the projects to continue the successful strategies that only recently have progressed from early implementation toward a model of success. It is claimed that the best products are those derived after careful planning and deliberation. The efforts of the communities involved in the Healthy Start Initiative provides meaningful examples of interventions that can be replicated in other environments. This report has three chapters. The first chapter, entitled "Healthy Start's Environment: Capitalizing on Change," discusses the changes in Medicaid and managed care, federal resources, violence prevention, child development, maternal and child health, and community development. The second chapter, entitled "Evaluating Impact: Telling the Healthy Start Story," discusses local evaluation of the Healthy Start Initiative program as well as public information and public education campaigns. The third chapter, entitled "Linking with Stakeholders: Building Bridges to Resources," discusses the importance of leadership, momentum, involvement, and diversity of community. It also provides information on private resources. An appendix which provides a list of related organizations is included. (MOK)

ED 394 700 PS 024 145

Comprehensive School Health Programs: Strategic Plan 1994-1995 Mississippi.
PUB DATE- Jan 95
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *At Risk Persons; *Child Health; Cooperation; Elementary Secondary Education; Government Role; *Health Education; Nutrition; Objectives; Physical Education; Physical Fitness; Planning; *School Health Services; Surveys; Violence
IDENTIFIERS- Mississippi; *Mississippi State Department of Education; Risk Taking Behavior; *Youth Risk Behavior Survey

Some youth in Mississippi are at risk for violence, sexual activity, tobacco use, and poor nutrition. The Mississippi State Department of Health and the State Department of Education have the shared goal of giving youth the opportunity to become "healthy, educated, and contributing" members of their communities. This document outlines collaboration between the State Department of Health and the State Board of Education, including a discussion of future collaboration and key findings of the 1993 Youth Risk Behavior Survey (YRBS). Also included are core recommendations and administration and funding recommendations for health education, school health services, a healthy school environment, and physical education and fitness. "The Year 2000 and Beyond" outlines the next few

Houser, Neil O.
From Understanding to Action: Citizenship Education in the Early Elementary Classroom.
PUB DATE- 96
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizenship Education; Classroom Environment; Elementary Education; Homeless People; Kindergarten; Primary Education; *Safety; *Social Development; Social Problems; Student Needs
IDENTIFIERS- *Controversial Topics

The curricula and instructional approaches often used in elementary school classrooms, which too often avoid difficult issues, may restrict the social development needed to promote societal well-being. This problem is exacerbated in the early grades, where the discussion of controversial social issues seemingly contradicts the goal of maintaining an emotionally safe classroom environment. This paper defines the problem, discusses social development in the elementary classroom, and considers factors related to balancing safety and dissonance. A major portion of the paper examines the efforts of three teachers who have managed, each in her own way, to balance dissonance and safety in the early education classroom by: (1) addressing rather than avoiding perplexing social issues, (2) balancing social development and classroom safety, and (3) addressing social inequities through activities in the classroom. These teachers' perspectives and experiences provide a basis for discussing citizenship education in the early grades. (Contains 23 references.) (DR)

ED 394 720 PS 024 177

Silberman, Mel
When Your Child Is Difficult: Solve Your Toughest Child-Raising Problems with a Four-Step Plan That Works.
PUB DATE- 95
NOTE- 117p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Behavior Problems; *Caregiver Child Relationship; *Child Rearing; Decision Making; Parent Attitudes; Parenthood Education; *Parenting Skills; Parent Materials; Parent Responsibility; *Parent Role; Social Support Groups

Written for parents, this book discusses four steps for dealing with children's difficult behavior. The book is divided into two parts. Part 1, "The Building Blocks," discusses baseline perspectives parents need to establish in order to effectively deal with difficult behavior. Topics covered include: (1) parents' dual roles as caregivers and decision makers; and (2) impediments to and possibilities for changes in children's behavior. Part 2, "The Four-Step Plan," discusses the particular steps parents can follow in modifying their child's behavior. Topics covered include: (1) how to be specific about your expectations for your child; (2) ways to remain calm and confident in your parenting; (3) how to select the best course of action; and (4) how to nurture supportive relationships with other parents. (JW)

ED 394 721 PS 024 179

Start grantees contract with another child care provider and fund services needed to allow providers to meet Head Start standards; and (3) connected care, where grantees contract with child care programs to provide supervised care before and/or after the Head Start day. Charts showing site characteristics such as area, urbanicity, and funding sources are included, along with a section of descriptions for each grantee that include history, structure, collaborative arrangements, daily schedule, program features, staff, training, parent involvement, and funding. (BGC)

ED 394 739 PS 024 221

Head Start Interagency Agreements and Other Significant Partnerships.
PUB DATE- Apr 95
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agencies; *Agency Cooperation; *Contracts; Cooperative Planning; Coordination; Federal Programs; State Programs
IDENTIFIERS- CDA; Child Development Associate; Department of Transportation; Job Training Partnership Act 1982; Library of Congress; *Project Head Start; Service Providers

Because of their comprehensive approach, Head Start programs can stimulate new linkages with a variety of service providers. This book contains both abstracts and detailed interagency agreements between Head Start program staff in the Department of Health and Human Services, and federal, state, and local programs. Interagency agreements in the broad areas of education, employment training, health, housing, child care, population data, public transportation safety, special needs children, and volunteers are included. Within these broad categories are more specific agreements, such as contracts with the Library of Congress and the U.S. Department of Transportation. Descriptions of agreements include purpose, background, activities, and areas of responsibility. (BGC)

ED 394 740 PS 024 223

McMillan, Daniel C.; Vigil, Herminia J.
The Status of Child Nutrition Programs in Colorado.
PUB DATE- Mar 96
NOTE- 159p.; For earlier reports, see ED 348 147, ED 357 897, ED 371 874, and ED 389 444.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Breakfast Programs; Elementary Secondary Education; Financial Support; Food; Food Service; *Lunch Programs; *Nutrition; Program Descriptions; State Programs; Statistical Analysis
IDENTIFIERS- *Colorado; School Breakfast Program; *School Lunch Program; School Nutrition Programs; Special Milk Program

More than 50 million meals are served annually to Colorado's children through the National School Lunch Program, School Breakfast Program, Special Milk Program, and Summer Food Service Program for children. Most of this report is comprised of tables showing average daily participation, meals served, and other statistics about school meal programs in Colorado.

disseminating technical assistance and teacher training to local education agencies throughout Maryland using distance learning classrooms, in-class teleconferencing, and listserv technology. (LP)

ED 394 756 RC 020 555

Schroth, Gwen; Moorman, Mary Ann
Inclusion: Not a School Problem but a Community Issue.
PUB DATE- Mar 96
NOTE- 12p.; In: Rural Goals 2000: Building Programs That Work; see RC 020 545.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; Administrators; Collegiality; Conflict Resolution; Elementary Secondary Education; *Inclusive Schools; Mainstreaming; Regular and Special Education Relationship; Rural Areas; *Rural Schools; *School Community Relationship; Special Education; *Student Placement; Teacher Administrator Relationship; Teacher Role
IDENTIFIERS- Professionalism; *Special Education Directors

This paper addresses the role of rural special education administrators when placing disabled students in regular classrooms. When dealing with inclusion, problems are intensified in rural areas because administrators, teachers, parents, and students come into contact with each other at the grocery store, church, and community events. Because school administrators typically have multiple roles in the community, they are highly visible and under constant public scrutiny. Four real-life examples illustrate the multiple roles of a special education administrator in a small rural school district. The special education director found herself placed in difficult positions, personally as well as professionally. Strategies that the administrator used to promote successful inclusion involved allowing general education teachers to volunteer in the development of inclusive classrooms; linking regular and special education teachers before placement in order to locate adequate resources and explore possible problems; ensuring that regular and special education teachers had time to meet; making resources available and identifying training needs; and having a plan in place to assist team members in solving problems. Additionally, the literature provides general suggestions for administrators that rural special education directors can apply, including focusing on the end product, paying attention to tasks such as returning phone calls and following up on requests, knowing strengths and weaknesses, being visible and observant, communicating effectively, attending to relationships, learning to deal with criticism, and keeping conflict to a minimum. (LP)

ED 394 757 RC 020 556

Hofmeister, A.; And Others
Paraeducators: Critical Members of the Rural Education Team.
PUB DATE- Mar 96
NOTE- 8p.; In: Rural Goals 2000: Building Programs That Work; see RC 020 545.
LANGUAGE- English

(150)
DESCRIPTORS- *American Indian Education; Disabilities; *Distance Education; Elementary Secondary Education; Higher Education; Instructional Innovation; Mainstreaming; *Masters Programs; Navajo (Nation); Rural Education; *Special Education Teachers; *Teacher Education; Telecommunications
IDENTIFIERS- *Native Americans; *Utah

Responding to a shortage of special education teachers with multicultural training, the University of Utah designed a series of American Indian specialization courses for teachers, leading to a master's degree in professional practice. Essential course components include cultural awareness, nonbiased assessment, specialized curriculum and instructional practices, and development of transition and collaboration strategies to benefit Native American youth with disabilities. The opportunity to take classes via distance delivery and come on campus for summer classes is a major incentive for participation. The University of Utah has been delivering special education coursework to individuals living in rural areas since 1981 and currently uses videotape recordings of an on-campus class plus a facilitator who manages the class at the distance site. Utah's San Juan School District has continually had a shortage of certified special educators. A collaborative assessment led to the decision to recruit teachers from within the district, create a second delivery site in the district, and provide training and support on-site. Telecommunications provides improved communication through E-mail, and the Internet enables greater access to on-campus faculty, databases, and other students. Improvements at a case study school in San Juan District include a reduction of inappropriate classifications, implementation of an inclusionary approach, and implementation of collaboration practices. Includes a special education teacher's reflections on the first year of teaching at an elementary school on the Navajo Nation. (TD)

ED 394 773 RC 020 572

Ludlow, Barbara L.; Duff, Michael C.
The Instructor-Producer Relationship: A Partnership for Effective Distance Education.
PUB DATE- Mar 96
NOTE- 9p.; In: Rural Goals 2000: Building Programs That Work; see RC 020 545.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; *Distance Education; Higher Education; *Interprofessional Relationship; *Production Techniques; Rural Education; Special Education; Teacher Education; Teacher Role; *Teamwork; *Telecourses; Television Teachers
IDENTIFIERS- *Video Production

Distance education is becoming a major delivery mechanism for teacher education programs in special education, especially for rural areas. Whatever the delivery system, telecourses depend on the mutual efforts of an instructor and a producer to satisfy the demands of both academic content and production values. Both instructor and producer have equal and each game with mathematics strands from the Great Expectations in Mathematics and Science (GEMS) program is included. These strands are logic and language, pattern, number, algebra, discrete mathematics, functions, statistics and probability, and geometry. Discussions and guidelines for the teacher include making connections to other subjects, fitting into the curriculum, words of advice, making math around the world a school-wide festival, resources for games, assessment suggestions, literature suggestions, and summary outlines. (MKR)

ED 394 790   SE 058 002

Risacher, Billie F.
Informal and Formal Knowledge: The Domain of Percent.
PUB DATE- Apr 91
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Elementary School Students; Grade 5; Intermediate Grades; *Mathematics Education; *Percentage
IDENTIFIERS- *Formal Education; *Informal Knowledge; Informal Learning; Representations (Mathematics)

This paper reports a study of student knowledge of percent at the elementary, middle, and secondary levels. The study concentrated on three areas: (1) an analysis of the percent concept, its symbols, and procedures; (2) the child's naturally constructed base of informal knowledge of the percent concept; and (3) what formal knowledge develops in terms of concepts and procedures as a result of traditional instruction. A written test containing a variety of questions to indicate informal and formal knowledge of percent was given to classes of students in grades 5, 8, and 11. Results showed that students used a variety of formal and informal strategies indicating flexible knowledge of concepts and procedures. Also, it was found that students had some understanding of percent prior to instruction. Contains 17 references. (MKR)

ED 394 791   SE 058 015

Wahl, Mark
A Mathematical Mystery Tour: Higher-Thinking Math Tasks.
PUB DATE- 88
NOTE- 274p.; Includes Mystery Tour Guide.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Learning Activities; *Mathematical Concepts; *Number Concepts; Worksheets
IDENTIFIERS- *Fibonacci Sequences; *Golden Ratio (Mathematics); Mathematics Activities

This book contains mathematics activities based upon the concepts of Fibonacci numbers and the Golden Ratio. The activities include higher order thinking skills, calculation practice, integration with different subject areas, mathematics history, extensions and home tasks, teaching notes, and questions for thought and comprehension. A visual map showing how concepts relate to each other and to the rest of the book is included at the end of each unit. Unit titles are: "Living Things Count"; "The Dance of the Numbers"; "Finding the Gold"; "Mathematical Artforms"; and "Geometry, the Pyramid, and the Moon." Includes were also more likely overall to experience some sort of change in area of study, degree plan, or career plan. Major differences were found between the males and the females in the focus groups in the reaction they received from their family, friends, and advisors. Women were made to feel ashamed of their decisions while men were celebrated for their decisions to not go on for a Ph.D. Another difference was that issues about family and career were a big factor in the women's decisions. A similarity between the males and the females in the focus groups was that none of them had a good conception of what graduate school was like. They either followed the crowd to graduate school or went because it was expected of them. Contains 25 references. (JRH)

ED 394 817 SE 058 261

Hammrich, Penny L.; Blouch, Kathleen K.
Elementary Teacher Candidates' Conceptions of the Nature of Science and Science Teaching.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 28 Mar 96
NOTE- 28p.; Paper presented at the Annual Meeting of the National Science Teachers Association (St. Louis, MO, March 28, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Elementary School Science; *Elementary School Teachers; Interviews; Knowledge Base for Teaching; *Methods Courses; *Preservice Teacher Education; Questionnaires; *Science Instruction
IDENTIFIERS- *Nature of Science

This study attempted to explore the relationship between elementary teacher candidates' conceptions of the nature of science and their consequent conceptions of teaching science. In order to measure patterns and trends in how elementary teacher candidates define the nature of science and the teaching of science, an open-ended qualitative questionnaire and follow-up interviews were administered to 47 elementary teacher candidates prior to and after the completion of a science methods course. Results indicated that few of the candidates had considered their ideas about the nature of science. In general, answers represented views of school science rather than science as practiced by scientists. Responses also indicated that the teacher candidates had developed their conception by what they had learned in past science classes or in textbooks and not from personal involvement and experience with the practice of science. After participating in the methods course, three-fourths of the teacher candidates described the nature of science as the process of discovery and saw science concepts as relative and subject to personal construction of meaning. Moreover, the candidates recognized that learning is an active process and is a construction of individual understanding and that their role should be to facilitate personal construction. Contains 53 references. (JRH)

ED 394 818 SE 058 264

Hammrich, Penny L.; Armstrong, Kerri L.
Two Cultures of Teacher Preparation: Effects on Teacher Candidates' "World View."
PUB DATE- 1 Apr 96
NOTE- 18p.; Paper presented at the Annual Meeting of the National

parents' conceptions of what it means to live in harmony with nature, including living in balance with nature and respecting nature. Parents supported environmental education for their children and believed it was as important as drug education. Taken as a whole, parents spoke of their commitment to environmental issues and enjoyment of nature while remaining vividly aware of the difficulties which arise from urban poverty. Contains 39 references. (Author/JRH)

ED 394 838   SE 058 336

Ozone Layer Educator's Guide.
PUB DATE- Jul 95
NOTE- 125p.; Contains several guides, fact sheets, pamphlets, and a poster. The poster is not included here, but the activities printed on its back have been copied and appended.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Environmental Education; Higher Education; Science Activities; Science and Society; *Scientific Research; Secondary Education
IDENTIFIERS- *Ozone Depletion

This guide has been developed through a collaborative effort involving the U.S. Environmental Protection Agency (EPA), the National Oceanic and Atmospheric Administration (NOAA), and the National Aeronautics and Space Administration (NASA). It is part of an ongoing commitment to ensure that the results of scientific research on ozone depletion are effectively applied to individual and societal decision-making. This guide is intended for use by science teachers, environmental educators, and teacher trainers in planning and conducting classes and activities on ozone depletion and also for use by individuals who conduct informal educational activities to the general public through community groups, museums, business clubs, libraries, and extension programs. It provides educators with the requisite background on the science of ozone depletion as well as lesson plans and activities. It is organized into three primary categories: background information on the science of ozone depletion, teaching activities and tools, and pamphlets describing action steps to protect the ozone layer. The materials in the guide are best-suited for high school students through college and adults, but can be adapted to meet the needs of lower grade levels. (JRH)

ED 394 839   SE 058 337

Stuessy, Carol L.; Parker, Dawn
Changes in Teacher Cognition with Problem-Solving Instruction: Instructional Planning of Science Activities.
PUB DATE- Apr 96
NOTE- 11p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (St. Louis, MO, March 31-April 3, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Design; Educational Strategies; Intermediate Grades; Junior High Schools; *Knowledge Base for Teaching; Middle Schools; *Problem Solving; *Science Activities; Teacher Education

The purpose of this exploratory study was to describe the changes

ED 394 860 SO 025 180

Voicing Support for the Arts.
SPONS. AGENCY- Ameritech Foundation, Chicago, IL.
PUB DATE- 91
NOTE- 25p.; For related document, see SO 025 179.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Advocacy; *Art Education; *Financial Support; *Grants; *Policy Formation; Political Issues; Politics; Public Policy; Social Attitudes
IDENTIFIERS- *Grassroots Movements; United States (Midwest)

This report proposes 40 specific steps that can be taken to strengthen arts advocacy efforts in the region of the United States. Some steps can be taken immediately; others may take time to realize. There are five primary areas of recommended activities in this strategy, with simple "how to get started" instructions: (1) "State-by-State Action Plans"; (2) "Internal Organization and Communications"; (3) "Constituency Outreach and Mobilization"; (4) "Government Outreach"; and (5) "Publicity." The report states five long-term goals obtainable through these steps: (1) develop a broad-based grassroots field organization that can be activated to promote the arts on a long-term basis as well as protect funding; (2) increase and broaden support of public funding for the arts; (3) mobilize this broadened support; (4) develop natural linkages with other interests, such as education and tourism, to promote cooperative efforts on behalf of the arts; and (5) keep the arts highly visible in order to prove their fundamental role in people's lives and their deserved nurturing through government grants. (DQE)

ED 394 861 SO 025 316

Smigielski, Alan
Visions of the Future: Technology and American Society.
PUB DATE- 95
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Advertising; Art; *Art Education; Curriculum Enrichment; Curriculum Guides; *Futures (of Society); Intermediate Grades; Junior High Schools; *Language Arts; Mass Media; Middle Schools; *Popular Culture; *Science and Society; Science Education; *Social Studies; Technological Advancement; Technology; Technology Transfer; Visual Literacy; Writing (Composition)

Each of the four annual issues of this publication explores a single topic through an interdisciplinary, multicultural approach. Science-based technologies and their impact on the lives of everyday citizens are the focus of this issue. Activities encourage students to think about the profound influence science-based technologies had on U.S. society during the middle decades of the 20th century. Each lesson identifies

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Civil Liberties; *Civil Rights; Constitutional History; *Constitutional Law; Curriculum Development; Elementary Secondary Education; Females; History Instruction; *Law Related Education; Learning Activities; Resource Materials; *Sex Discrimination; Social Studies; *United States History; Units of Study; *Womens Studies
IDENTIFIERS- *United States Constitution

The purpose of this curriculum unit is to give students a better understanding of the history of the relationship between women and constitutional issues. The study of women and the United States Constitution is an important reminder of the complexity of a democracy. In the United States, even today, the ideology of freedom and justice is often blocked by traditionally held sexist and racist ideas that limit women's full participation as citizens. The content and activities in this unit can be integrated into a chronological study of U.S. history or they can be used exclusively to promote a more comprehensive understanding of women and the Constitution. In addition to narrative sections providing historic overviews of issues most important to women, the unit contains a chronology of women's legal and political history (1769-1987); a list defining the key concepts that have been part of the ongoing debate about rights; biographical sketches on the lives of the women mentioned in the unit; and a resource list of books for teachers and students interested in doing further research on the individuals and events covered in the unit. Excerpts from related newspaper stories, legislation, etc., are also included. (LH)

ED 394 883 SO 026 220

Kaohi, Sharon; And Others
Justice for All: Resources for Peace and Law-Related Education.
PUB DATE- Apr 94
NOTE- 120p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizen Participation; Citizenship; *Citizenship Education; Civil Law; Community Involvement; *Conflict Resolution; Cooperative Learning; Criminal Law; Elementary Secondary Education; *Law Related Education; Learning Activities; *Peace; *Problem Solving; Public Affairs Education; Role Playing; Social Studies; Teaching Methods; Thinking Skills; Violence
IDENTIFIERS- *Hawaii

This publication is intended to serve as a resource for K-12 social studies teachers charged with the major responsibility of making peace and law-relaed concepts meaningful to students. The purpose of this resource book is to empower teachers and students in Hawaii with the concepts of peace and law. It seeks to foster dialogue between and among teachers and students that promotes respect, tolerance, and an understanding of the need for global peace. Pertinent information about Hawaii's judicial history, the civil and criminal trial process, and the court system is included in the resource book. It also contains sample learning opportunities that focus on peace and law-related concepts. The resource book intends to enhance students' critical and creative thinking, and communication skills, as well as conflict management and resolution skills.

Higher Education; *Instructional Effectiveness; Knowledge Level; Minimum Competencies; Organizational Climate; Outcomes of Education; Student Development; Student Evaluation
IDENTIFIERS- *ERIC Digests

This digest provides a review of the research literature on assessment of the effectiveness of higher education in producing graduates with the knowledge and skills necessary for well-educated citizens today. Major findings are grouped as answers or partial answers to the following nine questions: (1) "what are the critical competencies and how do they develop?"; (2) "what are the effects of our curricula?"; (3) "how effectively do our courses develop students' intellectual abilities?"; (4) "how hard do students work?"; (5) "what do tests and grades tell us?"; (6) "how does the campus climate affect our students' development?"; (7) "how well do we guide our students' development?"; (8) "can today's students learn?"; and (9) "how can we improve the quality of the student outcomes we produce?" (Contains eight references.) (DB)

ED 394 442 HE 029 136

Gardiner, Lion F.
Redesigning Higher Education: Producing Dramatic Gains in Student Learning. ASHE-ERIC Higher Education Report No. 7.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 233p.; For a digest of this report, see HE 029 135.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Advising; Achievement Gains; *College Curriculum; *College Instruction; College Outcomes Assessment; Competency Based Education; *Educational Environment; *Educational Quality; Evaluation Methods; Grading; Higher Education; *Instructional Effectiveness; Knowledge Level; Minimum Competencies; Organizational Climate; Outcomes of Education; Student Development; Student Evaluation

This monograph reviews empirical studies on various aspects of higher education relating to the effectiveness of instruction in regard to four areas: curriculum, instruction, campus psychological climate, and academic advising. After an introduction, the first section describes the development of critical skills, how these skills develop, and the conditions believed necessary to produce them. The following four sections examine the four core areas central to student development and the contribution research suggests they now make to the development: (1) curriculum (methods, the intellectual climate of the classroom, students' involvement, effects of the curriculum); (2) instruction (classroom tests and grades); (3) the campus climate (integration into the campus community, commuter and part-time students, students involvement with faculty, and minority group members); and (4) academic advising (developmental advising, the necessity for training in advising, and evaluation, recognition, and reward of advising). The next three sections describe opportunities for dramatic gains in students' learning, examining evidence about the relative capacity of students to learn at a very high level; describing seven specific changes which can improve students' learning, and addressing issues of leadership, management, and professional development. The final section presents a vision and a challenge to develop a new kind of community on campus. (Contains approximately 650 references.) (DB) major aspects of the program. Of 180 students, 124 had male mentors, while 56 had female mentors. With the considerably lower number of women research mentors, it was expected that male student participants would be more satisfied with the program than their female peers. Study results show that overall, both male and female students rated almost every aspect of the program favorably. Students' gender was significantly associated with only two of the seven major areas examined: Males were more clearly positive that the program met their expectations and were significantly more inclined than females to perceive the program as being worth their time and effort. (Contains 18 references.) (NAV)

ED 394 462 HE 029 158

Tuckman, Bruce W.
Using Spotquizzes as an Incentive to Motivate Procrastinators to Study.
PUB DATE- Apr 96
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Achievement Need; Goal Orientation; Higher Education; *Incentives; *Learning Motivation; *Motivation; *Self Motivation; Stimulation; *Test Use; Work Ethic
IDENTIFIERS- *Procrastination

This report compares two approaches to incentive motivation in 82 college juniors and seniors, average age 21 years. One method uses will as a motivator; the other method focuses on skill or effective strategy use for enhancing recall and understanding of a particular body of information. In the first approach, a semiweekly test or spotquiz was given on the information to be covered. It was theorized that studying voluntarily on a semiweekly basis for the tests would reflect the desire to obtain a higher grade after the material was covered; degree and nature of text processing would depend on the value of the incentive to the student. The second, or strategy approach, involved the use of a text-processing homework assignment on that same information to insure a comparable degree of cognitive engagement across conditions. In this case, processing would be guaranteed because it was assigned. Results demonstrated that taking spotquizzes on each chapter resulted in high procrastinators achieving significantly higher scores on the final exam than those students completing assigned chapter outlines; low and medium procrastinators differed only slightly in favor of spotquizzes on achievement across the two conditions. Spotquizzes provided a continuing basis for student motivation as they induced students to study on a daily or weekly basis, rather than postponing studying until the middle or the end of the course. For those students with a marked tendency to procrastinate, incentive motivation appears to provide the needed inducement to self-regulate. (Contains 18 references.) (NAV)

ED 394 463 HE 029 159

Horvat, Erin McNamara
African American Students and College Choice Decisionmaking in Social Context: The Influence of Race and Class on Educational Opportunity.

Working while in College. Indicator of the Month.
PUB DATE- Apr 96
NOTE- 4p.; For "The Condition of Education, 1995," from which this was drawn, see ED 383 119.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Black Students; *College Students; Full Time Students; Higher Education; Racial Differences; *Student Employment; Trend Analysis

This brief paper summarizes statistics on the rate at which 16-24 year old full-time college students were employed during October from 1970 to 1993, categorized by race/ethnicity (White, Black, and Hispanic) and hours worked per week. The data indicated that 46 percent of all full-time students were employed in 1993, and about one-fourth worked at least 20 hours per week. The percentage of employed full-time students rose from 30 percent in 1970 to 47 percent in 1988, and has remained fairly stable. White students were more likely to be employed than Black students. Students from high-income families were less likely to be employed or to work as many as 20 hours a week than students from low to middle income families. Graphs of the data are also presented. (JPB)

ED 394 481 HE 029 177

Robins, Lynne S.; And Others
A Model of Student Satisfaction with the Medical School Learning Environment.
PUB DATE- Apr 96
NOTE- 14p.; Paper presented at the Annual Meeting of American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Environment; College Students; *Curriculum Evaluation; Educational Assessment; Educational Environment; Higher Education; *Medical Schools; *Medical Students; Minority Groups; *Student Attitudes; *Student School Relationship; Teacher Student Relationship
IDENTIFIERS- *University of Michigan

This study assessed the learning environment resulting from a reformed first-year curriculum at the University of Michigan Medical School. First year medical students (N=435) provided demographic information and rated their academic and clinical preparation, aspects of the learning climate, and the level of their cognitive and behavioral skills for the years 1992 to 1995. The study suggests that all students value a strong academic program and learning interactions that are mutually respectful and supportive. Variables reflecting curriculum structure and student perceptions of the priority faculty place on education are important predictors of satisfaction with the learning environment. White women and minority men and women reported being uncomfortable approaching their teachers. (Contains 13 references.) (JPB)

ED 394 482 HE 029 178

Davis, Forest K.
Things Were Different in Royce's Day. Royce S. Pitkin as Progressive Educator: A Perspective from Goddard College, 1950 - 1967.

Women and Computer Based Technologies: A Feminist Perspective.
PUB DATE- 8 Apr 96
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Educational Technology; Family Life; *Females; *Feminism; Life Style; *Personality Theories; *Professional Personnel; *Technological Literacy; Work Experience
IDENTIFIERS- *Computer Use

The use of computer based technologies by professional women in education is examined through a feminist standpoint theory in this paper. The theory is grounded in eight claims which form the basis of the conceptual framework for the study. The experiences of nine women participants with computer based technologies were categorized using three levels: beginning, intermediate, and advanced. Data collection for this study consisted of three interview sessions in which the participants framed and structured the responses. Photographs of people and computers were also used as auto-driving prompts. A cross-case analysis was derived from thematic analysis of each of the nine cases. Themes from the following are discussed: (1) early learning experiences; (2) work context and its relationship to computer technologies; (3) opportunities to acquire knowledge about computer based technologies; (4) daily living experiences within the context of the family and its relationship to computer based technologies; (5) women who have inspired these women to learn about computer based technologies; and (6) thoughts about the effects of computer based technologies on students in present and future classrooms. The original claims in the feminist standpoint theory are then used as a basis for analysis and pattern matching of the data. Conclusions are discussed in relation to the six thematic categories. (Contains 18 references.) (AEF)

ED 394 502 IR 017 803

Kaye, Judith C.
Characteristics of Effective Networking Environments.
PUB DATE- Apr 96
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Networks; Educational Objectives; Elementary Secondary Education; Federal Aid; *Instructional Effectiveness; Internet; Local Area Networks; *Motivation; *School Districts; *Teacher Attitudes; Teaching Methods
IDENTIFIERS- *Site Visits; Telecommunications Infrastructure

This document chronicles a project called Model Nets, which studies the characteristics of computer networks that have a positive impact on K-12 learning. Los Alamos National Laboratory undertook the study so that their recommendations could help federal agencies wisely fund networking projects in an era when the national imperative has driven schools to be wired to the information superhighway. The study involved technology, compared alternative solutions, and recommended technology solutions for implementation. An introduction to Durham Technical Community College is provided in chapter 1, as well as an overview of the strategic planning process. Chapter 2 outlines the strengths of the College program. Chapters 3 and 4 are the reports from the principal committees, which summarize the study group reports. Chapter 5 presents the 5-year plan as approved by the Steering Committee and estimated costs of implementing the plan. Chapter 6 describes how the plan will be updated annually and how the technology initiatives will be implemented. Three major components of the plan were established in priority order: (1) a campus network; (2) instructional technology; and (3) administrative systems and applications. Appendices include the following: a list of the members of committees; survey results; inventory of hardware and software; hardware and software standards; a list of the members of the advisory committee; projects and estimated costs for years three through five; and information and technology project teams. (AEF)

ED 394 520 IR 017 821

Rosengrant, Kim
Starship Earth: A Model for Advising Environmental Discussions on College Radio.
PUB DATE- 96
NOTE- 20p.; Paper presented at the Annual Meeting of the Broadcast Education Association Convention (Las Vegas, NV, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audience Participation; *Environmental Education; *Faculty Advisers; *Group Discussion; Higher Education; Models; *Programming (Broadcast); *Radio
IDENTIFIERS- *East Stroudsburg University PA; Pennsylvania State Colleges and Universities; *Talk Shows

Because college radio offers a less structured environment, a natural habitat is created which provides for broadcasting experimental shows such as Starship Earth, an environmental radio show on East Stroudsburg University's (Pennsylvania) college radio station, WESS 90.3 FM. Environmental problems, issues, and solutions are discussed on the show. The basic format of Starship Earth is an informal round-table discussion involving an advisor, students (both undergraduate and graduate) and guest speakers (professors and community leaders). The show lasts 1 hour with a break at the bottom of the hour for station identification and pertinent announcements. Brief poetry readings and musical selections that reflect the nature of the discussions are interspersed throughout the show. The advisor, a faculty member from the Environmental Studies or Biology Department, plays a key role in lending credibility to the show, providing a focal point for discussions, keeping discussion relevant to the topic, and providing current research findings for each week's topic. To plan for each show, the panel makes a list of potential topics at least 2 weeks in advance. Arrangements are then made for a guest speaker. Listeners are encouraged to call and express both supporting and opposing viewpoints. College radio advisors can use Starship Earth as a model for creating an environmental radio program in their own university. An appendix lists the general topics and speakers. (AEF)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Ability; *Academic Achievement; *Academic Failure; *Academic Persistence; *Academic Probation; Academic Records; Community Colleges; Grades (Scholastic); High Risk Students; *Predictor Variables; Student Attrition; *Student Characteristics; Two Year Colleges; Two Year College Students
IDENTIFIERS- City University of New York Bronx Community Coll

In fall 1994, New York's Bronx Community College (BCC) conducted a study of the usefulness of 50 variables in predicting the academic performance of students readmitted to the college following academic suspension. The sample consisted of 86 academically suspended students readmitted to the BCC for fall 1994. The 50 variables examined included scores on the City University of New York placement tests, Maudsley Personality Inventory, Survey of Study Habits and Attitudes, 8 educational history items, 20 biographical data items, and subjects' opinions regarding the contribution of 12 factors to their previous academic failure. Study findings, based on the students' academic performance in the re-entry semester, included the following: (1) of the 55 females in the study, 29 failed their re-entry semester, while of the 31 males, 18 failed; (2) students' past academic performance was found to be unrelated to outcomes for the re-entry semester; (3) biographical items which were positively related to success were marriage, reporting some financial concerns, and being the first born or an only child, while having "loafed" since their previous semester was related to failure; and (4) with respect to reasons for previous failure, students who expressed dissatisfaction with instructors and teaching methods, dissatisfaction with counseling, and too many personal problems were more likely to succeed upon re-entry. Contains 11 references. Data tables are appended. (TGI)

ED 394 538 JC 960 270

Easterling, Doug; And Others
Creating the Link between Institutional Effectiveness and Assessment.
PUB DATE- 25 Mar 96
NOTE- 8p.; Paper presented at the Annual Meeting of the North Central Association (101st, Chicago, IL, March 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Planning; Community Colleges; *Educational Improvement; Educational Planning; Formative Evaluation; *Institutional Mission; *Organizational Development; *Organizational Effectiveness; *Self Evaluation (Groups); Two Year Colleges
IDENTIFIERS- Sinclair Community College OH

The self-examination process used by Sinclair Community College (SCC), in Dayton, Ohio, is designed to improve student learning and the processes that contributes to effective and efficient learning. In 1988, SCC created a college-wide Assessment Steering Committee (ASC) charged with reviewing the status of assessment practices at SCC and making recommendations related to assessing student academic achievement. During its second year, the ASC adopted the following three policies which formed the cornerstone of all subsequent assessment initiatives: mandatory assessment and placement of entry level basic skills,

Adams, Heidi-Christa; And Others
A Counseling Model for the 21st Century: How To Sustain the Integrity of Counseling Professionals. A Mesa Community College Leadership Model.
PUB DATE- Feb 96
NOTE- 6p.; In: The Olympics of Leadership: Overcoming Obstacles, Balancing Skills, Taking Risks. Proceedings of the Annual International Conference of the National Community College Chair Academy (5th, Phoenix, AZ, February 14-17, 1996); see JC 960 276.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Counseling Effectiveness; *Counselor Role; Educational Change; *Educational Facilities Design; Faculty Advisers; Program Effectiveness; *School Counseling; Two Year Colleges
IDENTIFIERS- *Mesa Community College AZ

The phenomenal growth in enrollment at community and technical colleges during the past decade has had a distinct impact on the role that counselors must play to continue to provide a viable contribution to the colleges. Specifically, Mesa Community College (MCC), in Arizona, has identified three trends which provide opportunities for counseling faculty in the future: (1) an emphasis among educational leaders on total quality management, life-long learning, basic skills programming, academic excellence, diversity, and student recruitment and retention; (2) increased collaboration and cooperative with business and industry; and (3) curricular demands made by increasing numbers of special needs students with learning disabilities and mental disorders. MCC's counseling department uses a "center-cluster" counseling model, featuring six full-time counselors housed in a counseling building strategically located in the center of campus and an additional four full-time and three half-time counselors located at five academic division sites throughout the campus. The success of MCC's counseling department can be attributed largely to this center-cluster system which accents the availability of counselors and provides numerous professional services to the entire college community, such as instructor training sessions on the needs of students with attention deficit disorders and student seminars on math and test anxiety. (MAB)

ED 394 556 JC 960 291

Able, Jean Ann; And Others
Curriculum Complexities: The Chair's and Dean's Agenda.
PUB DATE- Feb 96
NOTE- 9p.; In: The Olympics of Leadership: Overcoming Obstacles, Balancing Skills, Taking Risks. Proceedings of the Annual International Conference of the National Community College Chair Academy (5th, Phoenix, AZ, February 14-17, 1996); see JC 960 276.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Deans; *College Planning; Community Colleges; *Cooperative Planning; Curriculum Development; *Educational Innovation; Marketing; Needs Assessment;

requires an analysis of four situational factors: the conflict issues, the organizational setting, hierarchy and role relationships, and the personal styles of the conflicting parties. These factors yield insight into the dynamics of the conflict and provide the groundwork for ethical and productive conflict management. The identification of the issues surrounding conflicts should arise from dialogue with conflicting parties, ideally leading to the development of a shared view. Since every organization has unique rules, traditions, values, and assumptions, the organizational setting must be considered. At community colleges, for example, shared values such as the fulfillment of student goals, enhancement of learning, and support or cooperation in the workplace may provide deans with criteria for making decisions in conflict situations. While the assumption often exists that power to resolve a conflict situation lies within the formal hierarchy of an institution, at community colleges the hierarchical structure only applies within limited realms, with faculty having different roles and authority than department chairs. Finally, deans and chairs should be aware of the different approaches, or styles, that individuals take in conflict situations, including competition, collaboration, compromise, accommodation, and avoidance. Understanding the elements of conflict can help administrators adopt clear strategies for its resolution. (TGI)

ED 394 573 JC 960 308

Beal, Suzanne; Davis, Shirley
Implementing a Successful Faculty, Data Driven Model for Program Review.
PUB DATE- Feb 96
NOTE- 8p.; In: The Olympics of Leadership: Overcoming Obstacles, Balancing Skills, Taking Risks. Proceedings of the Annual International Conference of the National Community College Chair Academy (5th, Phoenix, AZ, February 14-17, 1996); see JC 960 276.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *Career Education; Community Colleges; Educational Objectives; Educational Quality; *Evaluation Criteria; *Evaluation Methods; Program Effectiveness; Program Evaluation; *Program Improvement; Self Evaluation (Groups); Two Year Colleges
IDENTIFIERS- *Frederick Community College MD

Frederick Community College (Maryland) utilizes both the Instructional Accountability Program Review (IAPR) and the Career Program Review (CPR) to assess program outcomes and determine progress in meeting goals and objectives. The IAPR is a comprehensive review procedure conducted by faculty and associate deans to evaluate all transfer, career, and general education programs. The review process consists of a report prepared by the program's associate dean and faculty, presentation of the report to an Instructional Review Committee and the Vice President of Academic Affairs, and revision of the report by the committee. The CPR is a review process designed specifically for career programs, utilizing the following criteria to determine career program viability: (1) that they provide students with a high quality, state of the art educational experience; (2) that they fulfill an ongoing, demonstrated need; and (3) that they be affordable to the discipline, fulfill their roles as faculty members, and encourage the use of new teaching methodologies to improve learning. As managers, chairs must attend to such time-consuming tasks as creating schedules, staffing classes, and hiring and supervising faculty. As leaders, chairs are expected to motivate a department and provide a vision for the future. The danger for chairpersons lies in the fact that the number and urgency of managerial tasks often leaves little time to address leadership and academic function. Chair renewal can be regarded as a three-step process: (1) reflective self-examination, in which chairs assess their values and the various attributes of their position; (2) evaluating the institutional commitment to departmental chairs; and (3) making decisions and taking action. (MAB)

ED 394 590 JC 960 325

Tulloch, Jacquelyn
Seven Principles for Good Practice in Distance Learning.
PUB DATE- Feb 96
NOTE- 7p.; In: The Olympics of Leadership: Overcoming Obstacles, Balancing Skills, Taking Risks. Proceedings of the Annual International Conference of the National Community College Chair Academy (5th, Phoenix, AZ, February 14-17, 1996); see JC 960 276.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Computer Mediated Communication; Computer Networks; Course Objectives; *Distance Education; Educational Technology; Electronic Mail; Facsimile Transmission; *Program Design; *Program Development; Program Implementation; *Teaching Methods; Two Year Colleges

As enrollments decline, many institutions rush to implement distance education programs, often with only crude or solely administrative guidelines for program development. The following seven principles of good practice can be useful to guide initial program development: (1) programs should have purpose, direction, leadership, and clearly identified target audiences; (2) course objectives should be clearly defined and comparable to those for traditional classes; (3) faculty participation and leadership should be encouraged; (4) administrator and faculty roles should be clearly delineated; (5) faculty should be experts in the discipline content, as well as in the technologies available to support instruction; (6) choices regarding technologies should be based on content matter, learning objectives, and availability to students; and (7) students should be provided with information regarding the nature of distance learning and skills required for success. Once the program has been designed, the following low and high tech solutions should be considered in implementing the program: telephone and voice mail systems to support instruction; fax, "fax on demand," and, time permitting, paper mail systems to disseminate assignments and receive completed work; electronic bulletin board systems with electronic mail and asynchronistic discussion forums to permit group work; computer software and audio tapes to provide instruction; and local cable channels to air locally produced video. (BCY)

ED 394 591 JC 960 326

time, returning, continuing, transfer, and returning transfer students), and current level of educational attainment (i.e., freshman, sophomore, associate degree, baccalaureate degree, and special admission of a K-12 student). Section 3 presents fall and spring enrollments by college for 1993-94, while section 4 examines fall 1994 enrollments by college for the following student characteristics: workload, ethnicity, gender, age, enrollment status, and current level of educational attainment. An appendix provides definitions of variables used in the study. (MAB)

ED 394 607 JC 960 343

15-Year Enrollment and WSCH Forecast: California Community Colleges Chancellor's Office 1996 Forecast Using Statewide Data.
PUB DATE- Jan 96
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- College Attendance; Community Colleges; *Enrollment; *Enrollment Rate; *Enrollment Trends; Environmental Scanning; Full Time Equivalency; Futures (of Society); *Predictive Measurement; Predictor Variables; *School Demography; Tables (Data); Trend Analysis; Two Year Colleges
IDENTIFIERS- *California Community Colleges

In January 1996, the Chancellor's Office of the California Community Colleges prepared a 15-year forecast of enrollment and weekly student contact hours (WSCH) using an econometric model that analyzes real (i.e., price-adjusted) costs facing students, real operating budget expenditures of colleges, population and unemployment projections, and financial constraints. Once enrollment is forecast, future WSCH are calculated from a forecast of trends in academic loads as measured by WSCH per student. Based on the analysis, it was determined that an assumed stable enrollment fee in 1996 will slightly lower the real cost facing students, and this, combined with the end of a $50 per unit differential fee for students with bachelor's degrees and an increase in college budgets, should produce an estimated increase of 5% in college enrollments in fall 1996. Similarly, an improving economy and continuing increases in the state's adult population should result in another 400,000 students by 2005 and another 160,000 by 2010. The analysis also suggested that WSCH would fall slightly until the year 2000, then rise to nearly 9.5 contact hours per student (the highest value since 1973) by 2005, and finally fall toward 9 hours per student by 2010. This forecast is lower than the previous year's because this year's forecast is based on less optimistic assumptions about future college budget revenues. Charts and data tables are included. (MAB)

ED 394 608 JC 960 344

Report on Degrees and Certificates Awarded, 1994-95.
PUB DATE- Mar 96
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Associate Degrees; *College Graduates; Community Colleges; *Degrees (Academic); *Educational Attainment; *Educational Certificates; Ethnic Groups; Females; Graduation;

guide parents in toy shopping. It emphasizes that play is essential to children's development and is the way that youngsters learn the skills they will need for a happy and capable adulthood, including physical skills, language acquisition, social skills, problem solving, and emotional well being. The booklet also emphasizes the importance of parent participation and recommends that parents observe the child's skills, join in and play at the child's level, be creative, and have a good time with each other. In regard to toy safety, this booklet emphasizes parental supervision, the importance of a hazard-free environment, and proper selection and maintenance of toys. A safety checklist for parents to select suitable toys for their children, information on age and safety labeling, and toy selection guidelines according to age group are included. (MOK)

ED 394 626 PS 023 793

Mehrah, Golnar
Girls' Drop-Out from Primary Schooling in the Middle East and North Africa: Challenges and Alternatives.
PUB DATE- 95
NOTE- 125p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; Change Strategies; Cultural Differences; *Dropouts; Educational Attitudes; *Educational Improvement; Educational Policy; *Educational Strategies; Elementary Secondary Education; *Equal Education; Females; Foreign Countries; Government Role; Grade Repetition; Prevention; School Role; Sex Bias; Sex Discrimination; Socioeconomic Influences; *Womens Education
IDENTIFIERS- Africa (North); Middle East

The present situation in the Middle East and North Africa Region (MENA) regarding primary school drop-out and repetition, with special reference to the situation of the girl child, is examined in this study. The in-school as well as out-of-school causes of primary school drop-out are examined, and solutions that help reduce or eliminate the problem in the region are introduced. Part I presents a brief description of the purpose, the methodology, the organization, and the limitations of the study. Part II seeks to stress the importance of studying the drop-out problem in primary education in general, followed by an assessment of its characteristics and extent in MENA countries. In Part III, underlying causes of the drop-out problem in primary school are discussed, with special references to the factors leading to girls' drop out. In the final section, culture-sensitive action recommendations are provided to help meet the drop-out challenge. Twenty four strategies are introduced in five categories: child-centered, family-centered, community-centered, education-oriented, and leadership-oriented recommendations, which include: provide preparatory training, mobile counseling units, and peer tutoring; establish houses of culture; provide continued education for drop-outs; involve the family; raise the family awareness; empower the family; introduce educated role models; mobilize influential members of the community; adapt the school to local conditions and needs; equip the teachers; make the school child friendly; delegate responsibility to the students; introduce organizational reform; provide non-formal education alternatives; gather accurate data about school drop-out; raise public awareness about drop-out; provide opportunities for

Interviews; Parent Influence; Parent Student Relationship; *Secondary School Students; Student Motivation; *Youth
IDENTIFIERS- South Africa

The aim of this book is to inform teachers about the problems and opportunities raised by homework assignments particularly for black township youth in South Africa. Homework is an important aspect of the learning process and sets the scene for emergent pupil independence in education. It also provides the space for pupils to free themselves from the immediate direction of their mentors and define their personal "culture of learning." A study of homework patterns of 300 high school pupils living in three-generation families in Soweto and Durban townships was conducted to examine the influence of the home environment on the educational performance and achievement of contemporary youth. Formal face-to-face interviews were conducted with high school pupils, their parents and grandparents. The survey was carried out in a 3-week period. All three generations answered questions on the school attended by the designated high school pupil, the child's performance at school and satisfaction with the schooling. All participants completed a diary or time budget for a prescribed weekday. The study found that homework routines were well established in the households that were surveyed. Students often do homework after dinner, and there were as many references to doing homework alone as there were to doing homework with schoolfriends or members of a study group or family. (Contains 41 references.) (MOK)

ED 394 645 PS 023 965

Eat Well, Learn Well.
PUB DATE- 95
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Health; *Cognitive Development; *Comprehensive School Health Education; Elementary Secondary Education; *Nutrition; *Nutrition Instruction; Parent Participation; Policy Formation; School Community Relationship
IDENTIFIERS- *California; School Breakfast Program; School Lunch Program

New research has found a clear connection between nutrition and learning. This document highlights the importance of good nutrition in preparing children to learn and identifies California schools' crucial role in building healthy eating habits. The role of nutrition services in a comprehensive school health system--including the development of a nutrition policy, access to nutritious meals, and nutrition education is discussed. The importance of creating partnerships that include parents and community members, in part by setting up advisory groups that address broad policy issues, is stressed. The conclusion lists California agencies and contact information for those interested in implementing healthy food choices and a greater emphasis on nutrition in their districts. Checklists for action are included for superintendents and school board members, principals, and the director of child nutrition services. Contains 17 references and a summary of organizational resources. (DR)

ED 394 646 PS 023 983

Campos, Maria Malta; Rosemberg, Fulvia
Our Day-Care Centers Respect Children: Quality Criteria for Day-

validity of self-efficacy measures. Empirical evidence is reviewed in several areas to help distinguish the operation of self-efficacy during learning from its role in performance settings: self-efficacy for learning; self-efficacy for performing learned behaviors; self-efficacy and motivation/self-regulation; and self-efficacy and goal orientations. Finally, the accuracy of self-appraisal with regard to self-efficacy is discussed. contains 34 references. (DR/Author)

ED 394 664 PS 024 041

Children First: A Plan for an Early Care and Education System for Massachusetts. Report of the Special Commission on Early Childhood.
PUB DATE- Dec 95
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Children; Community Involvement; Day Care; Disadvantaged Youth; *Early Childhood Education; *Early Intervention; Educational Quality; *Educational Strategies; Family Role; Government Role; Information Management; Poverty; Preschool Education; *School Readiness; School Schedules
IDENTIFIERS- *Massachusetts

Designed to improve Massachusetts' children's healthy development and success in school, this plan discusses high quality early care and education programs that are responsive to the needs and preferences of families, and that provide parenting education and family literacy and support. The goal of the plan is to create a coordinated system of high quality care and education for young children that is accessible, affordable, and responsive to families and children. This report is made up of an executive summary and several sections. The executive summary synthesizes the report with regard to recommendations, costs, and implementation. The second section, titled "The Need and the Challenge," discusses long term effects of high quality early childhood education, school readiness, full-day kindergarten, quality components of early childhood programs, and the role of families and the public. The section entitled "Recommendations" elaborates on four recommendations: (1) family education and involvement; (2) affordability and accessibility; (3) quality; and (4) structure, and sets priorities for achieving each one. The "Cost" section explains how cost estimates developed for the report were derived and estimates annual and cumulative costs for preschool and kindergarten program improvements. The section titled "Implementation Plan" suggests a timeline for achieving the recommendations. (Contains 35 references and appendixes). (MOK)

ED 394 665 PS 024 051

Laye, Linda Williams
Reaching the Unreachable Parent through an Extensive Title I Parent Involvement Program.
PUB DATE- Dec 95
NOTE- 161p.; Master's Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Rearing; Cognitive Style; Elementary Education; Family Involvement; *Family School Relationship;

IDENTIFIERS- Adolescent Behavior; *Alaska; Middle School Students; *Risk Taking Behavior; Sexually Transmitted Diseases; *Youth Risk Behavior Survey

The Youth Risk Behavior Survey (YRBS) is a national survey developed by the Division of Adolescent and School Health, Centers for Disease Control and Prevention (CDC), in collaboration with 71 state and local departments of education and 19 federal agencies. The YRBS specifically investigates behaviors related to the leading causes of mortality, morbidity; and social problems. This YRBS report concentrates on high school and middle school students in Alaska. It examines student responses about six categories of adolescent behavior: (1) behaviors that result in unintentional and intentional injuries; (2) tobacco use; (3) alcohol and other drug use; (4) sexual behaviors that can result in HIV infection, other sexually transmitted diseases (STDs), and unintended pregnancies; (5) dietary behaviors; and (6) physical activity. Numerous tables highlight findings throughout the text. Appendix A contains high school questions and Alaska responses, and Appendix B contains middle school questions and Alaska responses. (DR)

ED 394 682 PS 024 100

Aaland, Janine; And Others
The Development of an Elementary School Student Handbook.
PUB DATE- Oct 95
NOTE- 24p.; Master's Summary Paper, Saint Mary's University of Minnesota.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Discipline Policy; Discipline Problems; Dress Codes; Drug Abuse; Elementary Education; Laws; Peer Influence; *Policy Analysis; *Policy Formation; Punishment; *School Policy; Sexual Harassment; Student Behavior; Substance Abuse
IDENTIFIERS- Gangs; Peer Mediation; Policy Effectiveness; *Policymakers; Policy Reviews; *Student Handbooks; Weapons

One of the challenges facing school systems is creating an effective student handbook of current school policies. This report reviews the literature concerning federal and state statutes, district policies, and the professional literature concerning the implementation of a school wide discipline policy and plan that can be codified in a handbook. The three challenges to plan development are (1) developing student-centered policies, (2) clearly communicating the policies to students, parents, and staff, and (3) implementing established policies. Policies discussed include the discipline policy, weapons policy, conflict resolution and peer mediation policy. Also included are policies related to sexual harassment, substance abuse, the dress code, and school bus transportation. The report suggests guidelines for communication of policies, including following state and federal statute criteria, fitting policies with the district s mission and belief statements, and annually reviewing and adjusting policies to meet new needs and regulations. (Contains 24 references). (BGC)

ED 394 683 PS 024 104

Hayden, Carol; Lawrence, Brenda
Primary School Children Excluded from School: Numbers, Characteristics, Reasons and Circumstances.
PUB DATE- Sep 95

years as critical in the success or failure of school health programs, reiterating the importance of issues and challenges. (BGC)

ED 394 701 PS 024 146

Kahn, Peter H., Jr.
Self in Culture: Confusions of a Broad-Minded Constructivist.
PUB DATE- Apr 96
NOTE- 13p.; Paper presented at the Annual Conference of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Development; *Cognitive Psychology; *Constructivism (Learning); *Developmental Psychology; Evaluative Thinking; Learning; *Moral Development; Moral Values; Piagetian Theory; Socialization; Social Psychology
IDENTIFIERS- Baldwin (James Mark); DeVries (Rheta); Social Learning Theory; Vygotsky (Lev S)

This essay emphasizes a need for broad-minded constructivism which posits that individuals have coherent ways of understanding their world and that these understandings are structured and hierarchically organized. The meaning behind the term "co-construction," used in psychology, anthropology, sociology, and other disciplines, is analyzed. Three strategies for analyzing universal characteristics of moral development are outlined: (1) separating metaphysical assumptions from moral reasoning; (2) assessing the responses of all participants; and (3) separating, then integrating analyses of differing moral conceptions. The paper distinguishes between children's obligatory and discretionary moral judgments. (Contains 32 references.) (BGC)

ED 394 702 PS 024 148

Olsen, Glenn W.; And Others
International Nanny Association (INA) Survey: Results and Observations.
PUB DATE- Apr 94
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Caregiver Child Relationship; *Child Caregivers; Child Rearing; Employees; Employment Experience; Employment Services; Fringe Benefits; Job Placement; *Job Satisfaction; Responsibility; Salaries; Statistical Data; Statistics; *Surveys
IDENTIFIERS- International Nanny Association; *Nannies; University of North Dakota

This document reports the findings of a survey of 145 members of the International Nanny Association (INA). Survey results showed that 82.8 percent of respondents attended college, while 21.4 percent received bachelor's or master's degrees. Many of the nannies had taken classes or training in child care. Most nannies found their job placement through an agency. Most respondents describe many responsibilities in addition to child care, including cooking for children, doing laundry, running errands, and grocery shopping. Other results reported included salary and benefits, number and age of children served, working

Meezan, William; Shireman, Joan F.
Care and Commitment: Foster Parent Adoption Decisions.
PUB DATE- 85
NOTE- 251p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adopted Children; *Adoption; *Adoptive Parents; Biological Parents; Child Rearing; Child Welfare; Data Collection; Decision Making; Family (Sociological Unit); Foster Care; *Foster Children; *Foster Family; Intervention; Low Income; Placement; Social Agencies; Social Services; Social Workers
IDENTIFIERS- *Permanency Planning (Foster Care); Placement (Foster Care)

Foster homes have traditionally been considered transitional homes, where children receive good care for a limited time period. However, in recent years, many children have been drifting in foster care. Child welfare agencies are using new criteria for evaluating services, including the 1970s permanency planning idea--asserting the importance of finding permanent homes for children. The incorporation of permanency planning has facilitated a recent acceptance of foster parent adoptions. However, not all foster parents want to adopt the children in their care, nor are all foster parent adoptions successful. This book examines the factors that differentiate foster homes in which adoption succeeds from those in which either the opportunity to adopt is declined or the adoption has failed. The culmination of a 2-year study of those people involved in foster parent adoption decisions, this research focused on a sample of 95 children, 43 workers, and 71 families in Chicago. Findings included indications that the timing of the adoption decision is important to the success of adoption, as well as the quality of the child welfare worker's relationship with the child. Other important factors are the continuity of the relationship between worker and family, sharing of information, and early planning. (BGC)

ED 394 722   PS 024 180

A Review of Services for Young Children in the European Union, 1990-1995.
PUB DATE- Jan 96
NOTE- 155p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Day Care; Day Care Centers; Delivery Systems; Early Childhood Education; Elementary Education; *Employed Parents; *Family Day Care; Family Work Relationship; Foreign Countries; *Recreation; School Age Day Care; *Young Children
IDENTIFIERS- Austria; Belgium; Denmark; Finland; France; Germany; Greece; Ireland; Italy; Luxembourg; Netherlands; Portugal; Program Characteristics; Spain; Sweden; United Kingdom

This third review of services for young children in the European Union, undertaken by the European Commission Child Care Network, covers services providing care, education, and recreation for children from birth to 10 years of age. The report is particularly focused on group settings and family day care. The report consists of a summary of main points and four sections. After the summary, Section 1 provides an introduction that sets the context for the review, describes the approach to

The sections of the report are: (1) "Description of Programs"; (2) "Free and Reduced Priced Meals--How to Qualify"; (3) "Revenue Sources"; (4) "Summary of New Meals Initiative"; (5) "Colorado Fast Facts"; (6) "National School Lunch Program Total Meals"; (7) "School Breakfast Program Total Meals"; (8) "Average Daily Participation"; (9) "Average Meal Prices"; (10) "Average Cost to Produce Meals"; (11) "School Districts by County"; and (12) "School Districts by Membership." (BGC)

ED 394 741 PS 024 224

Steele, Dorothy M., Ed.; And Others
Congregations and Child Care: A Self-Study. A Guide for Churches, Synagogues, and Other Houses of Worship and Their Early Childhood Programs. (Revised Edition).
PUB DATE- 92
NOTE- 47p.; A project of the Ecumenical Child Care Network, a program of the National Council of Churches' Child and Family Justice Office in cooperation with the National Academy of Early Childhood Programs, a division of the National Association for the Education of Young Children.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Accreditation (Institutions); Child Rearing; *Churches; *Church Programs; Church Role; *Day Care; Early Childhood Education; Innovation; *Institutional Evaluation; Religious Education; Self Evaluation (Groups); Standards; Testing
IDENTIFIERS- *Church Based Child Care; Church Members; Sample Forms

This self-study serves as a guide for churches and early childhood education programs, focusing on the relationship between a congregation and its early childhood program. A revision of an earlier self-study which was developed by a Seattle-based team of church-related early childhood professionals, the study complements the accreditation program of the National Association for the Education of Young Children (NAEYC). The model self-study requires about 10 hours per month, for 4 to 6 months for the program director, and 5 hours per month for congregational leaders. Following an introduction, the sections of the guide are: (1) "Self-Study Process," including a flow-chart; (2) "Recognition Process," including document review, commission review, recognition fee structure, and Mentor Assistance Program; (3) "Commitment," (4) "Instructions for Pre-Test," covering purpose, procedure, and ratings; (5) "Pre-Test/Goals and Criteria," focusing on ministry/mission, governance, administration, and finance; (6) "Tasks and Time Line Work Sheet"; (7) "Post-Test"; and (8) "Resources," listing resources for early childhood programs in the self-study process. An appendix contains a glossary, an annual review report, and guidelines for writing a mission statement for a childcare program. (BGC)

ED 394 742 PS 024 229

Price, Jonaphine P.
Building Adult Parenting Skills in a Homeless Population Through a Problem Solving Approach.
PUB DATE- 95

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reference Materials - Directories/Catalogs (132),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Programs; Educational Needs; Elementary Secondary Education; Higher Education; Information Sources; Job Satisfaction; *Job Training; *Paraprofessional School Personnel; *Rural Schools; *Special Education; Special Education Teachers; *Teacher Aides
IDENTIFIERS- *Training Needs; *Utah

Over the past 20 years, there has been a steady increase in the number of paraprofessional personnel employed in special education, Title 1, and bilingual education programs. Currently, there are approximately 500,000 paraeducators working in the United States. Data indicates that 95 percent of paraeducators are women working for little more than minimum wage, that the role of paraeducators has shifted from clerical work to greater instructional involvement with special education students, and that job satisfaction is low among paraeducators. The availability of paraeducator training is important because of paraeducator's critical role as a member of the instructional team. The identification of 32 training programs for paraeducators across the United States revealed that 10 programs were specific to special education paraprofessionals and that only 1 program had been designed specifically for a rural setting. The most common topics covered by training programs were related to paraeducator roles and responsibilities; monitoring, assessment, and evaluation; teaming and collaboration; instruction; and behavior management. A survey of Utah special education teachers and special education paraeducators indicated the need for paraeducator training in behavior management and understanding special education students. This paper suggests that the increased use of paraeducators in rural education programs can offset limited resources in rural schools and that effective training is the key to using paraeducators in school programs. The appendix lists 32 paraeducator training programs, including date, author, and title of literature source, and contact person and address. (LP)

ED 394 758 RC 020 557

Griffing, Barry L.; Mercaldo, David J.
Preparing Consultant Specialists: Education of the Deaf and Hard of Hearing.
PUB DATE- Mar 96
NOTE- 11p.; In: Rural Goals 2000: Building Programs That Work; see RC 020 545.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Teacher Induction; *Consultants; Deafness; Elementary Secondary Education; Graduate Study; *Hearing Impairments; Higher Education; Instructional Leadership; *Master Teachers; Program Descriptions; Public Schools; Residential Schools; *Rural Education; *Special Education Teachers; *Specialist in Education Degrees; Teacher Supervision
IDENTIFIERS- *Idaho State University

The quality of instruction in the education of deaf and hard-of-hearing students is based on comprehensive preservice teacher complementary roles and responsibilities in designing and delivering telecourses. Thus, a productive instructor-producer relationship is the cornerstone of successful telecourse instruction. The keys to such a relationship are relationship building activities, collaborative efforts, and coordinated action. Some strategies for developing an effective working relationship are: (1) spending sufficient time together to develop understanding and appreciation of each other's knowledge, working style, strengths, and weaknesses; (2) observing the other at work so that the instructor understands production activities, and the producer understands the instructor's style and purpose; (3) sharing individual areas of expertise so that each partner understands the other's perspective well enough to support mutual goals; (4) devising formats that match technical procedures of the producer to content purposes of the instructor; and (5) critiquing taped sessions together, especially when the instructor and producer first begin to work together. Successful partnerships take time to develop; an ongoing relationship between one producer and one instructor across one or more telecourses results in the most productive working relationship. (Contains 25 references.) (TD)

ED 394 774 RC 020 573

Sample, Pat; And Others
Partners in Transition: Preparing Transition Specialists.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Mar 96
NOTE- 9p.; In: Rural Goals 2000: Building Programs That Work; see RC 020 545.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Programs; College School Cooperation; Distance Education; Higher Education; *Normalization (Disabilities); *Occupational Therapists; Professional Development; *Rural Education; Secondary Education; *Special Education Teachers; *Specialists; Staff Development; *Teacher Education Programs; Transitional Programs
IDENTIFIERS- *Colorado State University

Colorado rural special educators are experiencing tremendous challenges in providing mandated transition services to students with special needs. The School of Education and the Department of Occupational Therapy at Colorado State University have developed a program to create rural transition specialists through preservice and inservice training for rural special educators and school-based occupational therapists. Each year of the 3-year project, titled "Partners in Transition," one team of special educators from a rural district is selected to participate. The Occupational Therapy Department selects two graduate students to be trained with the rural special education team, and to provide assistance with transition-related activities in the district during the following school year. Issues addressed through staff development activities include continuing professional development in rural settings, isolation among professionals, need for creativity and ingenuity, small budgets, personality styles, empowerment, distance learning, self-assessment, and the use of community resources. The program is based on a staff development model with a goal of empowering learners that includes four steps:

a student newspaper, called "Mystery Tour Guide," which provides historical and scientific background for the activities and an answer key to questions from this newspaper. (MKR)

ED 394 792 SE 058 016

Bulla, Dale
Think Math! Interactive Loops for Groups.
PUB DATE- 96
NOTE- 160p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Arithmetic; *Drills (Practice); *Educational Games; Elementary Education; Junior High Schools; Learning Activities; Mathematics Instruction; *Number Concepts
IDENTIFIERS- Mathematics Activities

This book contains activities using a technique that allows students to practice routine arithmetical operations without getting bored. Math Loops is a game in which each student receives a card containing answers to a mathematics question or problem and must listen for another student to call out the question. As the game progresses around the room, the final question gives the answer which began the game. The book includes instructions for teaching students to create their own math loops. Sample math loops for grades 4-8 in arithmetic, algebra, and geometry are included. Sample loops are also included from language arts, social studies, science, multiple content areas, and problem solving. (MKR)

ED 394 793 SE 058 057

The Common Curriculum Framework for K-12 Mathematics: Western Canadian Protocol for Collaboration in Basic Education.
PUB DATE- Jun 95
NOTE- 593p.
LANGUAGE- English
EDRS Price- MF03/PC24 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Objectives; Elementary Secondary Education; Foreign Countries; *Mathematics Curriculum; Mathematics Instruction; *Standards
IDENTIFIERS- *Canada

This document provides a common base for the K-9 (grades 10-12 are still under development) mathematics curriculum expectations mandated by the western Canadian provinces and territories of Manitoba, Saskatchewan, Alberta, British Columbia, Yukon Territory, and the Northwest Territories. The framework identifies beliefs about mathematics, general and specific student outcomes, and illustrative examples agreed upon by these six jurisdictions. The following aspects are discussed: (1) mathematical processes based on the standards of the National Council of Teachers of Mathematics: communication, connections, estimation and mental mathematics, problem solving, reasoning, technology, and visualization; (2) nature of mathematics: change, constancy, dimension, number, pattern, quantity, relationships, shape, and uncertainty; (3) strands: number, patterns and relations, shape and space, and statistics

Association for Research in Science Teaching (69th, St. Louis, MO, April 1, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Elementary School Science; *Elementary School Teachers; *Preservice Teacher Education; Teacher Attitudes
IDENTIFIERS- *World Views

This study investigates the observations that teacher candidates majoring in elementary education exhibit a world view very different from teacher candidates majoring in a science discipline while obtaining teacher certification in elementary education. Teacher candidates from two different elementary teacher preparation programs were asked to describe their experiences in two different discipline courses, one in which they do very well and one in which they generally do less well. Analysis of the papers revealed the presence of two distinct world views among the teacher candidates with regard to education and the learning of different discipline courses. Many of the attitudes inherent in these world views appear to have their roots in early experiences in and out of school. Implications for elementary science teaching and teacher education are discussed. (Author)

ED 394 819 SE 058 265

Groves, Fred H.; Pugh, Ava F.
The Relationship of College Student Perceptions of Global Warming to Nine Demographic Variables.
PUB DATE- 1 Apr 96
NOTE- 13p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (69th, St. Louis, MO, April 1, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Environmental Education; *Global Warming; Greenhouse Effect; Higher Education; *Misconceptions; Preservice Teacher Education; Sex Differences

Elementary and secondary students hold a variety of misunderstandings regarding environmental problems, some of which may arise from misunderstandings held by their teachers. This study used the Environmental Issues Questionnaire to examine understandings of the greenhouse effect held by elementary education majors and other college majors (N=330) to see if misunderstandings of grade school students are perpetuated at the college level. Demographic variables that were considered included gender, class level, college assignment, teaching background, grade point average (GPA), age, race/ethnic group, state residency, and highest earned degree. Results indicate that overall, males outscored females but there were no significant differences between male and female education and liberal arts majors. The science students and liberal arts majors scored significantly higher than the education majors. For class level, GPA, age, and highest degree earned, significant differences were found for education majors, but not for science and liberal arts majors. It was concluded that elementary education majors correctly recognized some of the major potential effects of global warming but confused this problem with other issues like ozone depletion, radiation pollution and nuclear bombs, acid rain, earthquakes, in middle school teachers' planning of science activities during a teacher enhancement project that involved problem-solving instruction and classroom implementation of a problem-solving curriculum model. The model reflected the cognitive science perspective and integrated the following features: students' prior knowledge, declarative knowledge, general strategy and domain-specific strategy knowledge, and instructional strategy. Twenty-eight teachers received instruction in human biology topics in five two-day workshops, in strategic pedagogy and curriculum design in two intensive three-week summer workshops, and in classroom implementation of the curriculum model in five workshops during the subsequent school year. Teachers were interviewed at three points: before and after summer workshops and after classroom implementation. Transcripts were analyzed using pre-decided categories and frequency distributions of categories calculated. Analyses indicate that increased involvement resulted in more complex patterns of planning with more emphasis on salient features of the curriculum model. Most dramatic changes occurred in teachers' attention to students' prior knowledge, which rose during the implementation phase of the project. Contains 23 references. (Author)

ED 394 840 SE 058 338

Halloun, Ibrahim; Hestenes, David
Views About Sciences Survey: VASS.
PUB DATE- 1 Apr 96
NOTE- 32p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (St. Louis, MO, March 31-April 3, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Science Education; Sciences; Secondary Education; *Student Attitudes; Surveys

The Views About Sciences Survey (VASS) is a survey of student views about science for the purpose of assessing the influence of these views on learning. This paper discusses the survey's design, development, results, and implications for science education. The survey assesses student views along seven dimensions with a novel Contrasting Alternatives Design. It was administered in 23 states to about 8,000 high school and college students enrolled in physics, chemistry, and biology courses. Results indicate that students at all levels hold views about knowing and learning science that often diverge from the views of scientists and educators, student views differ according to discipline and across some demographic strata, and student views are hardly affected by traditional science instruction, but they affect what students learn in the course of such instruction. Contains 72 references. (Author)

ED 394 841 SE 058 344

Pedersen, Jon E.; Spivey, Kristi
Beliefs of Science Teachers towards the Implementation of Controversial Social/Technological Issues As Part of the Extant Curriculum.
PUB DATE- Mar 96
NOTE- 46p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (St. Louis, MO, March 31-April 3, 1996).
LANGUAGE- English

objective, needed materials, areas of subject integration, procedures for implementation and student worksheets. Lessons in this unit include: "The World of Tomorrow?"; "My World's Fair"; "A World Transformed"; and "Science-Based Materials in My Home." A take-home page is given in English and Spanish. The issue concludes with a list of resources. (MM)

ED 394 862 SO 025 342

Gerber, Jurg; Foster, Matthew F.
Survey of Baccalaureate Degree Recipients of the College of Criminal Justice at Sam Houston State University. Final Report.
PUB DATE- Apr 95
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Crime Prevention; Criminal Law; *Criminology; Educational Research; *Graduate Surveys; Higher Education; *Law Enforcement; Law Related Education; Police; *Police Education; Undergraduate Study
IDENTIFIERS- *Sam Houston State University TX

In response to this survey, recent graduates of the Criminal Justice program at Sam Houston State University (Texas) evaluated both the University and the College of Criminal Justice highly. The research team received 277 completed responses from the 762 questionnaires distributed to all 1988, 1990, and 1992 recipients of baccalaureate degrees in criminal justice (36%). On balance, respondents were satisfied with their education and believed it prepared them well for work. Women, younger respondents, and those who have remained in Texas are more positive about their experience at the College and the University. The final report shows five areas to focus on for improvement: (1) computer literacy and mathematical skills, where some respondents felt less prepared; (2) the requirements of the global market place as a response to the needs of students who will live or work outside Texas; (3) alumni outreach, because few respondents remained involved with the University after graduation; (4) expanded job placement and career counseling services; and (5) increased attention to the needs of older (35) non-traditional students who were less satisfied with their experience in the College and the University than younger students. The report also provides a copy of the original survey. (LH)

ED 394 863 SO 025 386

Willoughby, Meg; And Others
Behind the Scenes: Measuring Student Progress in the Arts and Beyond. Evaluation and Research Report 95E.06.
PUB DATE- Jul 95
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Art Education; *Cognitive Ability; *Curriculum Guides; Dance; Drama; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; Intelligence; Music; Performance Based Assessment; Performance Factors; Visual Arts

These skills are essential for maintaining successful relationships in the home, school, workplace, and community at large. (LH)

ED 394 884 SO 026 286

Speckmann, Marilyn; Main, Jeanne
T.R.A.V.E.L. (Teaching Real Adventures Visiting Earth's Lands).
PUB DATE- 94
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cooperative Education; Elementary Education; *Global Education; International Relations; Junior High Schools; Research Skills; *Social Studies; *Travel

Incorporating social studies, science, reading, writing, and the arts, this project encourages students in the elementary and junior high grades to create models of research and create the particular elements of the country through arts, crafts, foods, and dress. If the whole school participates and creates many different foreign lands, students begin to understand what it would be like to travel to a foreign country. Benefits of this program include providing students with a better understanding and knowledge of different cultures through the interaction that takes place. Concluding this guide are recipes for modeling dough and clays and a sample passport application for students to fill out. (JAG)

ED 394 885 SO 026 287

Russo, Carolyn
Tolerance through Exposure.
PUB DATE- 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Blacks; Black Studies; Grade 8; Instructional Materials; Interdisciplinary Approach; Junior High Schools; *Multicultural Education; *Racial Attitudes; Social Studies
IDENTIFIERS- *Tolerance

In this project, eighth grade students are exposed to black history, literature, music, and art to enhance the understanding of diversity and to establish an atmosphere of tolerance for diversity. Students are asked to choose a personality or significant historical event to research and present to the class. They focus on issues such as prejudice, tolerance, and discrimination, and how they relate to their topic. Students become more aware of U.S. cultures and black diversity while understanding the need for tolerance. Suggested reading texts are: "To Kill a Mocking Bird"; "Roll of Thunder, Hear My Cry"; and "The Contender." Through the study of black culture, students of all ethnic groups come away with greater awareness, appreciation, and tolerance of cultural differences and perspectives. They can adapt their new knowledge to other situations. (JAG)

ED 394 886 SO 026 288

ED 394 443 HE 029 137

Kuh, George D.; And Others
Student Learning Outside the Classroom: Transcending Artificial Boundaries. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 4p.; For the full report, see HE 029 138.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Experiential Learning; Extracurricular Activities; Higher Education; *Student Development; *Student Experience; *Student Participation; Student School Relationship
IDENTIFIERS- *ERIC Digests

This digest reviews the literature on ways that institutions of higher education can enhance student learning outside the classroom. It considers research on the contributions of out-of-class experiences to valued outcomes of postsecondary education and identifies nine institutional conditions which appear to foster student learning outside the classroom such as clear, coherent, and consistently expressed educational purposes and an ethos of learning that pervades all aspects of the institution. Institutions are urged to take such steps as breaking down the barriers between various institutional units and creating situations in which students examine the connections between their studies and life outside the classroom. Also addressed are the roles of governing boards and presidents, academic and student affairs administrators, faculty members, and students in fostering out-of-classroom learning. All members of the campus community are urged to view learning as continuous and contagious. (Contains five references.) (DB)

ED 394 444 HE 029 138

Kuh, George D.; And Others
Student Learning Outside the Classroom: Transcending Artificial Boundaries. ASHE-ERIC Higher Education Report No. 8.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 160p.; For a digest of this report, see HE 029 137.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Persistence; College Outcomes Assessment; Educational Environment; Educational Objectives; *Experiential Learning; *Extracurricular Activities; Higher Education; Organizational Climate; *Student Development; *Student Experience; *Student Participation; Student School Relationship

This review of the literature considers three issues: how out-of-class experiences of undergraduates contribute to the goals of higher education and valued outcomes; the institutional conditions that encourage students to use out-of-class time in educationally purposeful ways; and the role of all members of the campus community to foster such learning. The report first describes the methodology involved in identifying the relevant literature and the outcomes framework used to analyze it. The link between involvement in out-of-class activities and

PUB DATE- Apr 96
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Academic Aspiration; *Access to Education; Affirmative Action; *Black Achievement; *College Choice; Educational Opportunities; Higher Education; High School Students; Racial Factors; *Social Influences; Sociocultural Patterns; Socioeconomic Status; Student Educational Objectives
IDENTIFIERS- California

This report examines the college aspirations and decisionmaking factors gathered from 53 interviews with Black, female, college-bound students, their parents, friends, college counselors, teachers, and school staff. The goal was to reveal how the students' lives and their access to postsecondary education have been framed and structured by the influences of race and class in modern schools and society. Subjects were students at three urban California high schools. Data gathered included transcribed and coded interviews as well as extensive ethnographic observational data and documents. The schools were chosen for their ethnic and social differences: a predominantly African-American public school with predominantly lower class families; a public, racially mixed school of mixed social class composition; and a predominantly white, private, upper social class school. Findings reveal that the students chose colleges where they could see themselves in the form of other students like themselves who already attend the college; race and class defined the choices that fit a particular student. The high schools they attended acted as templates that encouraged particular kinds of action. The expectations of the students, rooted in race and class differences, created different worlds of opportunity and created different patterns of access to higher education. The data further illustrate how race did not have less importance than class in defining these students' habiti, but rather that race was a very clear marker of class membership and class distinction that greatly impacted their decisionmaking. (Contains 41 references.) (NAV)

ED 394 464 HE 029 160

Welch, Olga M.
An Examination of Effective Mentoring Models in the Academy.
PUB DATE- 9 Apr 96
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Black Students; Females; Graduate School Faculty; Higher Education; *Interpersonal Relationship; Interprofessional Relationship; *Mentors; Professional Development; *Teacher Student Relationship
IDENTIFIERS- Heinrich (Kathleen T); *Protege Mentor Relationship

This report presents a two-part discussion of models of mentoring in higher education. The first part provides an overview of the career and psychosocial roles of the mentor most often cited in the literature. The second part examines several studies of graduate mentoring in higher education, specifically those of

PUB DATE- 96
NOTE- 305p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141),Historical Materials (060)
DESCRIPTORS- Accountability; *Administrator Role; Change Agents; College Environment; *College Presidents; *Educational History; *Educational Philosophy; Educational Trends; Financial Needs; Higher Education; *Institutional Administration; Institutional Mission; Problem Solving; Professors; Progressive Education
IDENTIFIERS- *Goddard College VT; *Pitkin (Royce S)

This study examines the ideas and actions of Royce Pitkin, progressive educator, and president of Goddard College (Vermont) from the college's founding in 1938 to 1969, with emphasis on the period 1950 to 1967 when the author was also at Goddard. Part 1 presents analysis and interpretation in eight chapters which address: (1) the major problems faced by the college during this period; (2) societal communication and Goddard; (3) the perplexing problem of finance; (4) enrollment trends; (5) trends in Pitkin's thought and the institution's development; (6) educational experimentation at Goddard; (7) Pitkin's role as a trustee after his retirement from the presidency; and (8) interpretations and ongoing questions. Part 2 consists of selected writing of Pitkin. These include: "The Goddard College Philosophy" (1961); "Reports of the President of Goddard College" (for various years from 1948 through 1969); "A Program for the Liberals of Vermont and Quebec" (1941); "An Adventure in Adult Education" (1933); and various letters and discussion outlines. (DB)

ED 394 483 HE 029 179

McDaniel, Diane L.; Tanaka, Paul
The Permissibility of Withholding Transcripts under Bankruptcy Law. NACUA Publication Series. Second Edition.
PUB DATE- Dec 95
NOTE- 13p.; For earlier edition, see ED 282 484.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Records; *Federal Legislation; *Financial Problems; Higher Education; *Loan Default; *Paying for College
IDENTIFIERS- *Bankruptcy; Debt (Financial)

This pamphlet summarizes the legal restraints that affect the right of colleges and universities to withhold transcripts as a means of collecting student debts under the Bankruptcy Code of the United States which provides for restraint on the actions of creditors. An introductory section notes that there are three kinds of relevant bankruptcies (Chapter 7, Chapter 11, and Chapter 13) and three sets of provisions of the Bankruptcy Code which affect the right to withhold transcripts: (1) the automatic stay provisions, which state that the filing of a petition for bankruptcy acts as a prohibition of actions to collect on obligations of the debtor; (2) the discharge injunction, which provides that once a discharge of debts has been granted, further actions to collect them are barred; and (3) the anti-discrimination clauses which prevent public entities and some private entities from denying various privileges to persons seeking bankruptcy protection. Each of these three sets of provisions are explained more fully in the assembling and training site visit teams, conducting three-day site visits to schools across the country selected for their pervasive use of networks, and conducting surveys and focus groups of teachers at those districts. Combining descriptive data and survey data yielded a set of guidelines regarding the technical infrastructure of the ideal network, policy and implementation issues, and teaching and learning practices. The study found that even though school districts are still struggling to define appropriate and productive uses for these networks, the networks are sparking motivation among students and teachers. Many networks were obtained for administrative use and expanded for classroom use. Four out of five networks in the study were purchased "a priori," because they were perceived as a "good thing," not necessarily in light of particular educational goals. Recommendations for future research include a study on how networking affects student achievement. (BEW)

ED 394 503 IR 017 804

Bernauer, James A.
Technology and Leadership.
PUB DATE- 11 Apr 96
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Curriculum Development; Decision Making; Educational Administration; Educational Change; Educational Finance; *Educational Technology; *Elementary Secondary Education; *Instructional Improvement; *Leadership; Partnerships in Education; Student Attitudes; Teacher Attitudes; Teacher Role

This paper describes how technology has been successfully integrated into a school's curriculum, the leadership decisions leading to this success, and the impact that technology has had on students and the school organization. Although the Western Pennsylvania School for the Deaf provides specialized services, findings from this study may be applied to other K-12 schools that desire to use technology as a tool for improving teaching and learning. Discussion includes the organizational structure of the school; the award of "teacher-initiative grants" of which a substantial amount was used to purchase computer technologies; further technology initiatives and the need for organizational partnering; benefits of technology; and the technology implementation plan. A summary of accomplishments in science and language arts, as well as teacher and student responses to the technology are provided. The conclusions of this project are as follows: (1) technology integration can not only offer a way to improve teaching and learning, but can also affect changes in teacher roles, curriculum planning, and decision making; (2) technology will continue to be integrated into the curriculum; (3) student outcomes need to be evaluated; (4) there are financial and other kinds of benefits received by partnering with other organizations; and (5) institutions that train educational leaders need to promote technology. Eight tables show results of teacher and student assessments. (Contains 38 references.) (AEF)

ED 394 504 IR 017 805

ED 394 521 IR 017 823

Bailey, George
Radio's Changing Environment. Info. Packets No. 22.
PUB DATE- Oct 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Audience Analysis; Change; Competition; Futures (of Society); Marketing; *Programming (Broadcast); *Radio; *Trend Analysis
IDENTIFIERS- Public Broadcasting; *Public Radio; Target Populations

The purpose of this report is to identify changes in the radio environment, especially those which affect public radio's ability to compete. In Boston and other markets around the country, most formats have subdivided into targeted niches. The effect has been to even out station shares, so that rather than trying to reach mass audiences, commercial stations are now striving for efficient composition in a defined target. In short, the strategies of commercial radio are becoming more like public radio. As measured by overall time spent listening (TSL), radio is still strong. Decreases in TSL for certain formats, such as Hispanic, country, adult contemporary, religion, album-oriented rock, and oldies has been explained as being the result of the splitting of formats and the more equal distribution of share points among more stations. Two commercial formats which have not lost TSL are of special interest to public radio--classical and jazz. In 1996, the oldest "Boomers" will turn 50, the leading edge of a cohort that includes most National Public Radio news listeners. Several of the new commercial formats are designed for the same demographic target. Evidence shows that in general, Boomers will have a growing appreciation for news and talk stations. Public radio programmers should note that full service is a dying format, smooth jazz is up and coming, and classical has not grown as the population has aged. Predictions of future trends include continued strong use of radio; finer targeting of niche formats; lower TSL per format; and further consolidation of commercial ownership. (Contains 7 graphs and 3 tables.) (AEF)

ED 394 522 IR 017 824

Vedro, Steven
Advanced Universal Service: State Models for Extending the Information Highway. Info. Packets No. 23.
PUB DATE- Oct 95
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Information; Federal Legislation; Incentives; *Information Services; Investment; Private Sector; Programming (Broadcast); *Public Policy; *State Regulation; *Technological Advancement; *Telecommunications
IDENTIFIERS- Federal Communications Commission

Most public telecommunications entities have traditionally kept a careful watch on the Federal Communications Commission and on Congress when it comes to issues of access to broadcast spectrum, and in recent years, to satellite frequencies and digital television allocations. This paper focuses on the mandatory summative assessment of students' skills in their major, and mandatory assessment of students' general education skills. In 1992, a fourth policy guaranteeing career graduates' performance and transfer units was added. Another major phase of the evolution of assessment at SCC was the design of a long-term plan for the assessment of student academic achievement based on the "Plan-Do-Study-Act" Shewhart Cycle. This model has been integrated into a continuous improvement model, which is used to evaluate SCC's major assessment goals. In addition, SCC undertook a mission modeling exercise and focus group sessions to determine the college's structure, systems, staff, skills, style, strategy, and shared values. As a result, the following six core indicators of success were identified: provide students with access to success, promote lifelong learning, enhance student development, sponsor regional cooperation and leadership, provide a quality workplace, and use resources prudently. (MAB)

ED 394 539 JC 960 271

Barber, Bob; And Others
Future Faculty Task Force Report, Fall 1995.
PUB DATE- 95
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; Community Colleges; Educational Planning; Educational Quality; Faculty; Faculty College Relationship; *Faculty Development; Faculty Evaluation; *Faculty Recruitment; *Full Time Faculty; *Part Time Faculty; *Teacher Selection; Two Year Colleges
IDENTIFIERS- *Lane Community College OR

In spring 1993, Lane Community College (LCC), in Oregon, established the Future Faculty Task Force to develop a vision of the faculty the college would like to have and make recommendations for achieving that vision. This report describes characteristics of the ideal future faculty developed by the Task Force and provides recommendations for hiring and sustaining quality faculty. Following background information on the Task Force, the report describes characteristics of faculties in general, arguing that they should form a learning community, be integral to college governance, reflect the diversity of the larger community, and be substantially full-time. The next section describes desirable characteristics of LCC's future faculty, indicating that they should have the following qualities: (1) adequate preparation in their discipline; (2) a commitment to enhancing student success; (3) innovation and creativity; (4) communication, collaboration, and interpersonal skills; (5) leadership experience or potential; (6) a commitment to the community college; and (7) involvement in community service. Next, five recommendations for achieving a substantially full-time faculty are presented, highlighting the need to establish a college-wide plan. Nine recommendations are then provided for improving the recruitment, selection, and hiring of faculty, identifying the need to adopt a college-wide recruitment procedure. Finally, 10 recommendations for sustaining quality faculty are provided, focusing on professional development. Appendixes include a hiring calendar and description of the complete faculty hiring process. (TGI)

ED 394 540 JC 960 275

Organizational Development; *School Business Relationship; Two Year Colleges
IDENTIFIERS- *Estrella Mountain Community College Center AZ

As the newest college in the 10-member Maricopa Community College System, Arizona's Estrella Mountain Community College Center (EMCCC) is highly capable of innovation since it does not have to battle years of tradition. As part of its emphasis on innovation, EMCCC operates under the relatively new paradigm of being a customer-driven organization. This paradigm focuses on the student as customer, and this focus guides organizational restructuring efforts. At EMCCC, this restructuring has included the service system, or the physical and procedural apparatus used by employees; the service strategy, or the distinctive formulas for delivering service; and staff providing services. In addition, marketing research is integrated with institutional research to inform planning efforts based on customer needs. The college uses a target market approach to assist academic divisions in designing and developing responsive programs and services. Target markets include youths, parents, re-entry adults, high school dropouts and other special needs populations, business, the local Air Force base, and senior adults. The customer focus paradigm has also been implemented by EMCCC's parent organization, Glendale Community College (Arizona), which has used meetings between faculty and business and industry to jointly develop corporate-sponsored programs. (BCY)

ED 394 557 JC 960 292

Phelan, Daniel
Delegation and Other Teambuilding Processes: Transforming Your Department and Programs.
PUB DATE- Feb 96
NOTE- 9p.; In: The Olympics of Leadership: Overcoming Obstacles, Balancing Skills, Taking Risks. Proceedings of the Annual International Conference of the National Community College Chair Academy (5th, Phoenix, AZ, February 14-17, 1996); see JC 960 276.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Principles; *Administrator Effectiveness; *College Administration; Community Colleges; Leadership Styles; *Supervisory Methods; Teacher Administrator Relationship; *Teamwork; Two Year Colleges; Work Environment
IDENTIFIERS- *Delegation of Authority; *Delegation of Tasks

Team building and delegation are two of the most important tools available to division chairs or academic officers for increasing productivity and allowing employees to grow, but they are both often misunderstood, misused, or unused. Teams are small groups with the authority and technical, interpersonal, and managerial skills to carry out projects, initiatives, or other tasks. Team building requires that the effort start at the top, have commitment from the highest levels, be based on trust, abide by established ground rules, include continuous team training, involve shared and rotated division duties, set goals and objectives, hold regular team meetings, involve ongoing feedback and performance evaluation, change the supervisor's role to that of facilitator, and be fun. Delegation occurs when chairs or administrators assign responsibilities and grant authority to accomplish tasks. While delegation will not work in all cases, benefits from its use

college. Finally, when any of the preceding criteria are not met, programs are assigned a probationary status, while strategies for improving conditions are developed, including increased marketing and recruitment efforts, program modifications, and program redirection. (TGI)

ED 394 574 JC 960 309

Kerwin, Mike; Rhoads, Judith
Improving Teaching through a Peer Support "Teacher Consultation Process."
PUB DATE- Feb 96
NOTE- 8p.; In: The Olympics of Leadership: Overcoming Obstacles, Balancing Skills, Taking Risks. Proceedings of the Annual International Conference of the National Community College Chair Academy (5th, Phoenix, AZ, February 14-17, 1996); see JC 960 276.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Faculty Development; *Instructional Improvement; Interprofessional Relationship; *Peer Evaluation; Program Descriptions; Teacher Competencies; Teacher Effectiveness; *Teacher Evaluation; *Teacher Improvement; Teaching Methods; Two Year Colleges
IDENTIFIERS- *University of Kentucky Community College System

The Teaching Consultation Program (TCP) is one of the most popular faculty development programs offered in the University of Kentucky Community Colleges (UKCC's), having trained over 500 faculty since its implementation in 1977. The TCP is a confidential, peer consulting program available to faculty who wish to analyze their teaching behaviors and make improvements. In TCP, consultants are carefully selected and trained, faculty participation is voluntary, consultants follow a well-defined set of procedures, and the materials used are field-tested and research-based. The following procedures are used in the program: (1) an initial interview of the faculty member; (2) data collection, through observations and videotapes of class sessions and interviews of students; (3) an analysis, conducted jointly by teachers and consultants, of the data collected; (4) the design and selection of three or four teaching improvement goals; and (5) an evaluation of the instructor's success in achieving goals. Faculty who are recognized by colleagues as outstanding teachers are invited to become teaching consultants and attend a 2-day workshop for training. Results from a 3-semester study of the TCP indicated that faculty who participated in the program raised their student ratings significantly compared to a control group of faculty who did not participate. (TGI)

ED 394 575 JC 960 310

Burnstad, Helen
In Search of the Precious Commodity Time: How To Use and Abuse It.
PUB DATE- Feb 96
NOTE- 8p.; In: The Olympics of Leadership: Overcoming Obstacles, Balancing Skills, Taking Risks. Proceedings of the Annual International Conference of the National Community College Chair Academy (5th, Phoenix, AZ, February 14-17, 1996); see JC 960 276.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

Kesler, Rosemary; And Others
So They Are Resistant to Change? Strategies for Moving an Immovable Object.
PUB DATE- Feb 96
NOTE- 8p.; In: The Olympics of Leadership: Overcoming Obstacles, Balancing Skills, Taking Risks. Proceedings of the Annual International Conference of the National Community College Chair Academy (5th, Phoenix, AZ, February 14-17, 1996); see JC 960 276.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Responsibility; *Administrator Role; Change Agents; *Change Strategies; College Administration; *College Planning; Community Colleges; *Department Heads; *Educational Change; Faculty College Relationship; Organizational Change; *Resistance to Change; Two Year Colleges

Although the reality of change is ever present, educators are often resistant to it. Three barriers to change in colleges or other organizations are a lack of strategic vision and mission; low commitment, trust, and teamwork; and a bureaucratic organizational culture. Resistance to change can manifest itself in various ways, including regression (i.e., pretending not to know how to perform), lower productivity, sabotage, absenteeism, transfer, and resignation. Causes of this resistance include fear of failure or the unknown, inertia, economic issues related to seniority and job loss through automation, threats to the informal organization of a college, misunderstanding, and poor timing or approaches to change. Division chairs must help faculty identify the need for change and lead the faculty through a process of reflective thinking. For example, suggestions for change often come from businesses that employ students and hire faculty for summer jobs to give them insight into the industry. It is the chair's role to motivate faculty to take such employment and to implement any resulting changes. Chairs should also be aware of the working styles of the individuals in their departments to help reduce resistance to change and to identify spontaneous change agents among faculty who may provide assistance. In planning for change, helpful strategies include providing training, issuing directives, using participative decision making, and implementing a trial period. (TGI)

ED 394 592 JC 960 327

Davis, Mike; Pierpont, Phillip
Some People Make Things Happen, Some Watch Things Happen, while Others Sit around and Wonder What Happened.
PUB DATE- Feb 96
NOTE- 8p.; In: The Olympics of Leadership: Overcoming Obstacles, Balancing Skills, Taking Risks. Proceedings of the Annual International Conference of the National Community College Chair Academy (5th, Phoenix, AZ, February 14-17, 1996); see JC 960 276.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

Males; Special Degree Programs; State Surveys; *Student Characteristics; Two Year Colleges
IDENTIFIERS- *California Community Colleges

Based on data provided by college districts to the California Community Colleges' Office of the Chancellor, this report provides information on the number of degrees and certificates awarded by the state's community colleges in 1994-95. Following introductory materials, four tables are provided showing the number of degrees and certificates awarded by college, providing information on Associate of Arts (AA) and Associate of Science (AS) degrees and certificates by the number of credits earned; awards by gender by college; awards by ethnicity by college; and degrees and certificates awarded by discipline. Highlighted findings include the following: (1) 53,465 AA and AS degrees and 24,216 certificates were awarded during the 1994-95 academic year; (2) of the certificates awarded, 10,719 (44%) required the equivalent of three semesters in length, or 30 to 60 credit units; (3) women earned 60% (n=45,783) of the degrees and certificates; (4) White students earned 41,770 (54%) of the awards, Hispanic students earned 12,532 (16%), Asian students earned 9,754 (13%), and Black students earned 5,203 (7%); (5) Liberal Arts and Science majors received the highest percentage of the degrees awarded at 34%, followed by General Studies majors who earned 9%; and (6) the highest percentage of certificates earned were in nursing related disciplines at 10.8% and administration of justice at 8.3%. (TGI)

ED 394 609 JC 960 346

Walters, Judy
Executive Compensation in California Community Colleges, 1995-96.
PUB DATE- May 96
NOTE- 7p.; For the 1993-1994 compensation report, see ED 370 664.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- College Administration; *College Presidents; Community Colleges; *Compensation (Remuneration); *Educational Finance; *Salaries; School District Spending; State Surveys; Tables (Data); Two Year Colleges
IDENTIFIERS- *California Community Colleges

To assist the California Community College's Board of Governors in a search for a new chancellor, the Chancellor's Office (CO) undertook a study of the compensation of the chief executives of system districts and colleges. Data were collected from the CO's Management Information System and telephone calls to district offices. Total compensation was defined as annual base salaries as well as any stipends for extra education and duties, such as a doctorate or service in dual positions. Three organizational configurations were found to exist in the state's community colleges: 19 were multi-college districts administered by chancellors, 54 were colleges in multi-college districts administered by presidents, and 52 were single colleges in single-college districts administered by superintendents or presidents acting as chief executive officers. Study findings included the following: (1) the highest total compensation for a chancellor of a multi-college district was $145,000, while the lowest was $109,000; (2) the total compensation of the 54 presidents of colleges within multi-college districts ranged from $119,974 to $81,624, with an average of $96,464; and (3) the highest compensation received by a superintendent or president of single-college continued education; provide education loans; and foster sister schools. Contains 62 references. (AA)

ED 394 627 PS 023 809

Plestenjak, Majda
The Development of Higher Education Study Programmes for Early Childhood Teachers in Slovenia.
PUB DATE- 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Early Childhood Education; *Educational Change; Foreign Countries; Higher Education; *Preschool Teachers; Program Descriptions; Teacher Education; *Teacher Education Curriculum; *Teacher Education Programs
IDENTIFIERS- *Slovenia; University of Ljubljana (Slovenia)

This paper outlines the development of higher education programs for preschool teachers and the changing nature of preschool teacher education in Slovenia over the course of the early 1990s. Until 1991, the required qualification for preschool teachers was graduation from a secondary school for early years teachers. Since then, the required qualification has been the completion of a 2-year higher education program. In the fall of 1995 the program at the University of Ljubljana will be replaced by a 3-year degree program. The aims and content of the new 3-year program are examined, including the focus on the child and education, theoretical and practical knowledge, systems of child care, communications, and critical scientific thinking. (Contains nine references.) (MDM)

ED 394 628 PS 023 822

Bridge, Connie; And Others
Third Party Evaluation of the Kentucky Education Reform Act Preschool Programs.
PUB DATE- Aug 95
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attendance; Behavior Problems; Blacks; Disabilities; *Educational Change; *High Risk Students; Interpersonal Competence; Literacy; *Outcomes of Education; Parents; *Preschool Education; Program Effectiveness; Program Evaluation; Socioeconomic Status; Surveys; Teacher Expectations of Students
IDENTIFIERS- African Americans; Kentucky; *Kentucky Education Reform Act 1990

The 1994-1995 study of the Kentucky Education Reform Act (KERA) Preschool Programs constitutes the fourth year of evaluation of the state-mandated preschool programs for at-risk 4-year-old children and 3- and 4-year-olds with disabilities. The report is divided into sections which discuss the methodology and the results (the bulk of the report) of the evaluation. Evaluation questions 1 and 2 focused on developmental skills, social skills, and early literacy skills for economically at-risk preschoolers, preschoolers with disabilities, African-American preschoolers, and comparison children. Evaluation Question 3 focused on teachers' ratings of academic performance and expectations for future success for kindergarten, first-, second-, and third-grade children. Evaluation Question 4

Care = Criterios para um Atendimento em Creches que Respeite os Direitos Fundamentais das Criancas.
PUB DATE- Sep 95
NOTE- 72p.; Paper presented at the European Conference on the Quality of Early Childhood Education (5th, Paris, France, September 7-9, 1995). This paper is a translation from Portuguese into English by Liv Sovik of a brochure published by the Brazilian Ministerio de Educacao de do Desporto. The brochure is appended.
LANGUAGE- English; Portuguese
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Development; Child Health; Classroom Environment; Curiosity; *Day Care; *Day Care Centers; Early Childhood Education; Educational Policy; *Educational Quality; Foreign Countries; Government Role; *Guidelines; Imagination; Interpersonal Relationship; Play; Public Policy; Self Esteem; Standards
IDENTIFIERS- *Brazil; Quality Indicators

Prepared as part of an effort to attain minimum quality standards for Brazilian day care centers, this document focuses on day-to-day provision of day care services for children from birth to 6 years old as well as broader day care administrative concerns. The first version of this document was prepared as part of a training project for day care professionals in Belo Horizonte, and was financed by the Vitae Foundation. Since 1994, this revised version has received the support of the Ministry of Education and Sports. Part 1 of the document contains principles for the organization and internal operation of day care centers that can be used by those in daily contact with children. The 12 guiding principles are listed, and for each major guideline a separate page provides more specific information as to how the principle can be carried out in practice. Part 2 lists eight guiding principles for setting up policy norms and guidelines, programs, and funding systems for day care centers, whether or not the centers are government-funded, in a format similar to that used for Part 1. An 8-item bibliography is included. (DR)

ED 394 647 PS 023 984

Baker, Betty Ruth
The Role of the Professional Development School To Prepare Teachers of Young Children. A Description of Two Models: The Hillcrest Professional Development School and the LaVega Primary School.
PUB DATE- Jan 96
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Research; Elementary Education; Elementary Schools; Higher Education; Master Teachers; Mixed Age Grouping; *Professional Development Schools; Program Descriptions; *Program Development; *School Role; Student Teacher Evaluation; Student Teachers; *Teacher Education
IDENTIFIERS- Baylor University TX

Parent Child Relationship; Parenting Skills; *Parent Participation; *Parents; *Parent Teacher Cooperation; Practicums; Surveys; Volunteers; Workshops
IDENTIFIERS- Gardner (Howard); Nova University FL

This program was developed and implemented to deal with the high percentage of Title I parents who lacked involvement with children's educational process. Problems were addressed by the implementation of a quality parental involvement program. Twenty-five elementary school Title I parents with no previous contact with the target site served as members of the target group. The objectives were (1) to improve parent involvement at the target school to 75%; (2) to increase parent involvement with children's education by 50%; and (3) to improve parents' comfort level at the target school to 75%. Three parent workshops were conducted to improve the relationship between home and school. The program included numerous activities for improving parental involvement: (1) parents-kids-computers theme meetings; (2) parent-child activities; and (3) parent education classes. Other strategies were (1) creating parent liaisons; (2) setting up convenient times and places for workshops; (3) providing transportation; (4) providing child care; and (5) overcoming language barriers. All practicum objectives were successfully met by improving parental involvement. Results were measured by comparing pre- and post-parent involvement surveys. The appendix includes parent surveys, practicum information letters, newsletters, workshop invitations, and handouts. (Contains 32 references.) (Author/BGC)

ED 394 666 PS 024 052

Cook, Staci; And Others
Improving Student Behavior through Social Skills Instruction.
PUB DATE- Aug 95
NOTE- 62p.; Master's Action Research Project, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavior Change; *Behavior Problems; Change Strategies; *Child Behavior; Conflict Resolution; Cooperative Learning; Discipline; *Discipline Problems; Family (Sociological Unit); Family Environment; Grade 2; *Interpersonal Competence; Intervention; Kindergarten Children; Lower Class Students; Modeling (Psychology); Primary Education; Role Playing; Social Behavior; *Social Development; *Student Behavior

A program for improving student social skills was implemented in three classrooms of lower-class kindergarten and second grade students at two schools in order to reduce the number of behavior problems. Student behavior is a nationwide educational concern, and the problem of inappropriate behavior at the schools was documented by teacher observation (using a behavior checklist), discipline related contacts with parents, and the number of discipline referrals. The literature suggests causes for the behavior problems include students' lack of social skills, lack of positive role models, lack of self-esteem, and lack of positive parental involvement; media violence; and childhood abuse. An action plan for intervention was implemented to increase social skill development through direct instruction, conflict resolution, role playing, modeling, and cooperative learning opportunities. Post-program data (utilizing teacher observation, parent contacts, and discipline

NOTE- 21p.; Paper presented at the European Conference on Educational Research (Bath, England, United Kingdom, September 15-17, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Behavior Problems; *Elementary Education; *Expulsion; Foreign Countries; *Suspension
IDENTIFIERS- England; *Local Education Authorities (United Kingdom)

Through a national questionnaire, 3 case studies of Local Educational Authorities (LEAs), and additional case studies of 38 children, this national study examined primary school exclusion. This document focuses on national level data. Findings included that: (1) other metropolitan LEAs had about twice the number of exclusions as London and as County Council LEAs; (2) the total number of primary school exclusions, per 1,000 pupils, was highest in London; (3) fixed term exclusions were the most common type utilized by schools, but in metropolitan areas, about a third of all exclusions were permanent; (4) the majority of excluded primary children were boys, and (5) failure to comply with school rules and verbally and physically aggressive behavior were cited by schools as the most common reasons for exclusions. During the 1992-93 academic year, there were about 54,423 reported cases of exclusion; about 8,636 of these exclusions were permanent. In the 1993-94 academic year, there were about 1,253 permanent primary school exclusions. (Contains 35 references.) (JW)

ED 394 684 PS 024 105

Hayden, Carol
Children Excluded from Primary School: An Effect of Quasi-Markets in Education?
PUB DATE- Jul 95
NOTE- 16p.; Paper presented at the Youth 2000 International Conference (Teesside, England, United Kingdom, July 19-23, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Competition; Educational Demand; Elementary Education; Foreign Countries; *Justice; Politics of Education
IDENTIFIERS- Education Reform Movement; England; *Local Education Authorities (United Kingdom)

Exclusion of students from primary school has attracted only minimal attention from researchers. Exclusion has become an imprecise and confusing term. Exclusion can be of 3 types: fixed term (3 days or less), indefinite, and permanent. In England, education is increasingly becoming a quasi-market in that individual competitive organizations (individual schools) have replaced monopolitic entities (Local Educational Authorities) as education providers. This development is tied to criticisms and radical reform of the English educational system in the 1970s and 1980s. A quasi-market system is apt to provide more effective use of educational resources, but it may also operate in inequitable ways. Schools are in the position of being highly selective in which students will receive or not receive their services. Thus, a quasi-market educational system runs the risk of leading to the permanent exclusion of certain populations. In addition, fixed term exclusion is highly likely hours, fringe benefits, length of employment, and level of job satisfaction. The INA itself was a concern of many nannies, with 38.6 percent saying that the INA had not improved their service in the past year; a significant number were not satisfied with the level of communication between INA and nannies. Conflicts between parental and nanny discipline and authority, along with long work hours, were consistently rated as the most troubling and difficult aspects of the job. The report avoids analytic or inferential analysis, providing the responses and data and saving analysis for a future publication. (BGC)

ED 394 703   PS 024 152

Lang, Greg; Berberich, Chris
All Children Are Special: Creating an Inclusive Classroom.
PUB DATE- 95
NOTE- 148p.; Foreword by Gretchen Goodman.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Administration; Cooperation; Cooperative Learning; *Disabilities; Educational Environment; *Inclusive Schools; Interpersonal Competence; Mainstreaming; Parent Participation; Parent Role; Social Development; *Special Education; *Special Needs Students
IDENTIFIERS- Collaborative Learning; *Education for All Handicapped Children Act; Individuals with Disabilities Education Act; Vignettes

Since the passage of U.S. Public Law 94-142, The Education for All Handicapped Children Act in 1975, special education has undergone much change. This law mandates that any child with disabilities must be educated to the maximum extent possible, with the least restrictive environment possible. This book serves as a resource for teachers dealing with the complexities of teaching and providing for children with special needs. Inclusion, the goal and method by which teachers create a classroom which values the special needs child, rests on a belief in human interconnectedness and the idea of the classroom as an open, safe, and yet challenging environment. The chapters are (1) "Stories from the Classroom," including the idea of difference, along with social skills; (2) "What Is Inclusion?"; (3) "Creating an Inclusive Learning Environment"; (4) "Managing the Environment"; (5) "Strategies for Teaching and Learning," focusing on collaborative learning, curriculum adaptation, and individual education programs; (6) "Raising Awareness: Preparing for Inclusion," including awareness meetings; and (7) "Supporting Inclusive Practice." Master sheets of forms and worksheets for duplication are included. (Contains 41 references.) (BGC)

ED 394 704   PS 024 153

Montanari, Ellen Orton
101 Ways To Build Enrollment in Your Early Childhood Program.
PUB DATE- 92
NOTE- 168p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

services, objectives and structure, and the conventions used in the review. Section 2, titled "Background Information," describes parental employment in Europe from 1985-1993; births, child population and one-parent families; and statutory leave arrangement for workers with children. Section 3, "National Profiles," provides a portrait of Belgium, Denmark, Germany, Greece, Spain, France, Ireland, Italy, Luxembourg, the Netherlands, Austria, Portugal, Finland, Sweden, and the United Kingdom. Section 4, "Conclusions," describes developments since the late 1980s, access to and coherence in services for young children, and training. An appendix contains six tables depicting families; statutory leave for workers with children; and provision of publicly funded services in member states. Figures, tables, and boxed summaries accompany each section. (DR)

ED 394 723 PS 024 181

Straus, Martha B.
Violence in the Lives of Adolescents.
PUB DATE- 94
NOTE- 244p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Adolescent Development; *Adolescents; Aggression; *Case Studies; Child Abuse; Child Rearing; Crime; Family (Sociological Unit); Family Counseling; Family Life; Family Structure; Incest; Individual Development; Intervention; Mental Health; Psychiatry; Psychologists; Psychotherapy; Runaways; Sexual Abuse; Sexuality; Victims of Crime; *Violence; *Youth Problems
IDENTIFIERS- Erikson (Erik); Patriarchal Societies

Noting that, every day, adolescents make choices about the extent to which acts of violence will shape their lives, this book examines the following questions: (1) how did this emergence of violence happen; and (2) what can we do to shape safer lives for adolescents? The introduction discusses the characteristics and demographics of contemporary adolescents, the family, and an ecological framework of violence in adolescence. Chapters 2-6 use case studies to illustrate the issues. The eight chapters in the book are: (1) Adolescent Development and Violence; (2) Suicidal Adolescents--"Susan: 'You'll Be Sorry When I' Gone'"; (3) Runaways--"Michelle: 'You'd Leave, Too, If You Was Me'"; (4) Delinquents--"Richie: 'I'm Not Afraid of Dying'"; (5) Adolescent Sex Offenders--"Paul: 'You Don't Know What It Feels Like to Be Me'"; (6) Physically Abused Adolescents--"Dawn: 'Maybe It's My Fault; I Don't Really Know'"; (7) Self-Help and Community Approaches; and (8) Social Policy. An appendix contains a list of 38 self-help books for parents and adolescents. (Contains 361 references.) (BGC)

ED 394 724 PS 024 182

Honig, Alice Sterling; Brophy, Holly Elisabeth
Talking with Your Baby: Family as the First School.
PUB DATE- 96
NOTE- 151p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

NOTE- 77p.; Master's Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- At Risk Persons; Child Rearing; Crisis Intervention; Disadvantaged Environment; Economically Disadvantaged; Family (Sociological Unit); *Family Programs; *Homeless People; Low Income; Neighborhoods; One Parent Family; Parent Counseling; *Parent Education; *Parenting Skills; Parents; Poverty; Social Services; *Social Support Groups; Substance Abuse
IDENTIFIERS- Family Support

The experience of homelessness places great stress on families. Homeless parents in a shelter deal with various stressors in addition to homelessness, causing difficulties in dealing with their children and in developing parenting skills. This report describes a program designed for homeless parents of preschool children temporarily living in a shelter. The shelter and program are part of a non-profit social service organization providing support services to the homeless. Parents were required to attend classes within a parenting program while their children were enrolled in the child care program called the Childcare Center. The Childcare Center serves only homeless children. During the parent education program, the parents became involved and developed a rapport with the teachers and other parents, and both parents and staff responded favorably to the program. The report notes the importance of support networks for families living in poverty, because without social support such as that provided by the Childcare Center, families in poverty move from crisis to crisis. With adequate support, however, families often receive the emotional help needed to maintain their housing, income, and family. The report also discusses the effects of substance abuse in homeless families. The parenting program is now a regular part of the shelter's activities. Appendices include "The Family Risk Scale," the parent program curriculum, and the parent agreement. Contains 33 references. (BGC)

ED 394 743 PS 024 265

Putting the Pieces Together: Effective Communities for Children and Families. Report of the Working Group on Comprehensive Services.
PUB DATE- 15 Mar 96
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Agency Cooperation; *At Risk Persons; Child Development; Community Development; Coordination; *Family (Sociological Unit); Family Programs; *Government Role; *Integrated Services; Program Development; Program Implementation; Resource Allocation; Social Problems; Social Services; Well Being; *Young Children
IDENTIFIERS- Family Support

Noting evidence that many American children and youth are at risk, this report suggests ways to build effective communities through effective partnerships and services that are coordinated across systems and aligned across levels of education programs and instructional supervision of beginning teachers by a qualified veteran teacher. However, declining enrollments in special schools for the deaf and the fragmented placement of hearing-impaired students in public schools has resulted in a lack of instructional leadership available to beginning teachers, particularly in rural areas. The Intermountain Instructional Leadership Program (IILP) at Idaho State University prepares post-master's special education teachers to provide instructional leadership for deaf and hearing-impaired students in a variety of public school placement options. The focus of training is on a collaborative consultant approach to working with schools, agencies, organizations, communities, and parents in improving the education for deaf and hearing-impaired students. The program consists of 14 months of training resulting in an educational specialist's degree. Graduate students complete 30 hours of post-master's courses at Idaho State University, plan and implement a professional study resulting in a research report, and complete a practicum or internship. Currently, the IILP is developing a "Professional Leadership" series that gives students exposure via satellite courses to instructional leaders in the field of deaf education. It is hoped that this graduate program, with its emphasis on placements in rural areas, will contribute significantly to the development of appropriate, quality educational programs and services for deaf and hard-of-hearing students in rural public schools. (LP)

ED 394 759 RC 020 558

Harriman, Nancy; Renew, Frank C., Jr.
Preparing Classroom Teachers To Teach Diverse Learners in Rural Schools.
PUB DATE- Mar 96
NOTE- 11p.; In: Rural Goals 2000: Building Programs That Work; see RC 020 545.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Elementary Secondary Education; Graduate Students; Graduate Study; Higher Education; Inclusive Schools; *Instructional Effectiveness; *Internship Programs; Mentors; Preservice Teacher Education; Professional Development Schools; Program Evaluation; *Rural Schools; *Special Education Teachers; *Teacher Education Programs; Teacher Educators
IDENTIFIERS- *University of Southern Maine

To better prepare preservice teachers for meeting the challenges of student diversity, many universities have strengthened their partnerships with schools to provide sustained, mentored experiences in classroom settings along with concurrent coursework. For the past 5 years, elementary and secondary special education teacher candidates at the University of Southern Maine (USM) have participated in an intensive postbaccalaureate internship at one of five professional development school sites. Students participate in a full range of teaching and professional activities with mentor teachers while taking 10 graduate courses. Program evaluation consisted of interviews with two site-based instructors, and student and teacher feedback from site-based courses in exceptionality at USM's rural partner sites. Three aspects of course delivery were examined: content, pedagogy, and assignments. Eight common factors emerged as critical to successful site-delivered courses in exceptionality: rich content, concentrated use of personal reflection, knowledge seeking, demonstration of new skills, and continued networking. The program's nine components are self-assessment, empowerment activities, use of condensed courses, interdisciplinary teaming between special education and occupational therapy, individualized internship opportunities, overcoming problems of "local history," use of community supports, education in technology, and distance education activities. The project is evaluated by the faculty and participants. When current federal funding expires, the program will become a permanent university offering supported by student tuition. (TD)

ED 394 775 RC 020 574

Monahan, Robert G.; And Others
Rural Teachers' Attitudes toward Inclusion.
PUB DATE- Mar 96
NOTE- 6p.; In: Rural Goals 2000: Building Programs That Work; see RC 020 545.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; *Inclusive Schools; Mainstreaming; *Regular and Special Education Relationship; *Rural Schools; Special Needs Students; *Teacher Attitudes; *Teacher Collaboration; Teacher Role
IDENTIFIERS- Attitudes toward Disabled; *South Carolina; Teacher Surveys

A survey of 342 rural South Carolina teachers examined teacher attitudes toward inclusion of special needs students in regular education settings. The survey included 25 statements, to which respondents reacted on a five-point scale from strongly agree to strongly disagree. Major topics addressed included regular education teachers, collaboration and team teaching, special education, students, and families. Over 60 percent of respondents indicated that inclusion will not succeed because of resistance from regular education teachers; regular education teachers do not have the instructional skills and educational background to teach special needs students; regular education teachers prefer sending special needs students to special education classrooms rather than having special education teachers deliver services in the regular classroom; special and regular education teachers should demonstrate collaboration with all special needs students in the regular classroom; necessary resources are not available for inclusion to succeed; and special needs students improve their social skills when in a regular classroom, but they need more attention and assistance than the regular education teacher can provide. The survey provided no evidence concerning rural parents' views on inclusive school programs. Among the conclusions was the recommendation that continuous teacher education focus on attitudes that enable all teachers to work effectively with special needs students. Includes survey questions and response percentages. Contains 12 references. (TD)

ED 394 776 RC 020 575

Sullivan, Michael E.
Identifying Challenges to Rural Education: Role Clarification for Administrators.
PUB DATE- Mar 96
NOTE- 8p.; In: Rural Goals 2000: Building Programs That Work; see

and probability; and (4) student expectations. The majority of the document contains general outcomes and specific outcomes with illustrative examples for each grade from kindergarten through grade 9. (MKR)

ED 394 794 SE 058 112

Hechinger, Fred M.; Russell, Avery
Your Body, Your Life: Human Biology for the Middle Grades.
PUB DATE- 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Biology; Class Activities; Demonstration Programs; *DNA; Intermediate Grades; Junior High Schools; *Middle Schools; Science Course Improvement Projects; Science Curriculum; Student Interests

This issue of Carnegie Quarterly focuses on a middle grades life science project in which students work together in groups to explore the properties of DNA. The project, entitled HumBio, was developed to capture young people's interest in science by promoting an understanding of their own biology so they can see how their health and well-being are influenced by their genes, their bodily functions, their family, the larger cultural and physical environment, and their own behavior. The article describes this program, its origins, middle school reform, design of the program, and dealing with potential controversy. Includes a list of 12 HumBio test site middle schools. (MKR)

ED 394 795 SE 058 152

Martin, Hope
Multiple Intelligences in the Mathematics Classroom.
PUB DATE- Feb 96
NOTE- 233p.; Foreword by Lola J. May.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Arithmetic; Elementary Education; *Geometry; *Intelligence; Junior High Schools; Learning Activities; Manipulative Materials; *Probability; Student Projects
IDENTIFIERS- Mathematics Activities; *Multiple Intelligences; NCTM Curriculum and Evaluation Standards

This book contains activities and projects designed to be congruent with three underlying philosophies: the National Council of Teachers of Mathematics' Curriculum and Evaluation Standards; Howard Gardner's multiple intelligences; and manipulatives, activities, and projects. The introduction contains information about educational reforms; multiple intelligences in the classroom; manipulatives, activities, and projects; mathematics and the 'real world'; alternative assessment; and how to use the book. Chapters include activities and projects on the following topics: estimation, large numbers, and numeration; applying fractions and decimals in the real world; geometry; measurement; and data collection and probability. Included are two charts that cross reference each activity by mathematical topic and by type of intelligence. An appendix contains instructions for teachers to design their own activities. Contains 19 references. (MKR) biodiversity, and water pollution. (JRH)

ED 394 820 SE 058 266

Radford, David L.; Ramsey, Linda L.
Experiencing Scientific Inquiry and Pedagogy: A Model for Inservice Training for Science Education Reform.
PUB DATE- 31 Mar 96
NOTE- 13p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (69th, St. Louis, MO, March 31, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Educational Strategies; Elementary Secondary Education; *Inquiry; *Inservice Teacher Education; Knowledge Base for Teaching; *Professional Development; *Science Education; Student Attitudes

This study was designed to investigate the effect on teachers and their students of a model of professional development that immerses teachers in scientific inquiry appropriate to their classrooms while modeling the use of reform-based pedagogical strategies for teaching science. The course was designed and team taught as a collaborative effort between scientists and science educators. Quantitative data were collected on teachers' pre and post course science content knowledge, attitudes toward science, and science process skills. Quantitative data on the process skills and attitudes toward science of students of project participants and matched groups of students and teachers not participating in the project were collected and compared. Qualitative data from open-ended questionnaires, journals, and learning logs were collected from both students and teachers. The program was found to have a statistically significant impact on teachers, their classrooms, and their students. It is recommended that future science professional development projects incorporate collaboration between scientists and science educators. These collaborative efforts should focus on integrating scientific investigations designed and carried out by participants with appropriate pedagogical models for incorporating inquiry-based learning in the classroom. Contains 16 references. (Author)

ED 394 821 SE 058 280

Gott, Richard; And Others
Progression in Investigative Work in Science: Procedural and Conceptual Knowledge in Science Project (the PACKS Project).
PUB DATE- Apr 94
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Investigations; Science and Society; *Science Curriculum; Science Experiments
IDENTIFIERS- United Kingdom

In investigative work, pupils encounter relatively open-ended tasks for which they have to devise their own solutions. Historically, the development of investigative work in the United Kingdom has come to the point where many schools are adopting it with some enthusiasm and with a degree of success.

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Controversial Issues (Course Content); Elementary Secondary Education; Questionnaires; *Science and Society; Science Curriculum; *Teacher Attitudes; Teacher Student Relationship; *Technology

The study reported in this paper examined a group of science teachers' beliefs about the implementation of controversial social/technical issues in the extant science curriculum. Beliefs were measured by a 44-item Likert type instrument. Teachers were asked to elucidate their ideas relating to the teaching of social issues in areas such as support for teaching controversial social/technological issues, sources of information on controversial social/technological issues, and specific issues they believe are of importance to include in the extant curriculum. Several aspects of teachers' beliefs about curriculum and textbook usage, personal beliefs about controversial issues, specific social issues and their importance, outside influences, and teacher-student relations were investigated. Results indicate that teachers feel that controversial topics are important to study, yet lack the support from communities to implement such controversial topics. Contains 47 references. (Author/JRH)

ED 394 842 SE 058 349

Bosler, Ulrich
Remote Sensing by Satellite for Environmental Education: A Survey and a Proposal for Teaching at Upper Secondary and University Level.
PUB DATE- Jan 96
NOTE- 13p.; Paper presented at the JISTEC Annual Conference (Jerusalem, Israel, January, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Strategies; Environmental Education; Higher Education; *Information Technology; *Satellites (Aerospace); Secondary Education

Knowledge of the environment has grown to such an extent that information technology (IT) is essential to make sense of the available data. An example of this is remote sensing by satellite. In recent years this field has grown in importance and remote sensing is used for a range of uses including the automatic survey of wheat yields in North America, the examination of the rain forests in South America, the observance of extension measures in Europe, and the examination of land use in Germany. This paper describes different aspects of remote sensing by satellite using relevant examples. Methods of using remote sensing in environmental education at the upper secondary level and the university level are outlined. Key principles, methods of using satellite data in class, modular structure, and future developments are discussed. Contains 11 references. (JRH)

ED 394 843 SE 058 351

Bebeau, Muriel J.; And Others
Moral Reasoning in Scientific Research: Cases for Teaching and Assessment.
SPONS. AGENCY- Committee on Institutional Cooperation.; Fund for

IDENTIFIERS- *Multiple Intelligences; Wake County Public School System NC

This report presents the findings of a collaboration between the Evaluation and Research Departments and the Arts Education Department of the Wake County (North Carolina) Public School System with teachers of the district to pilot performance assessments in art programs. In an effort to accurately assess the arts, various alternative (non-linguistic and logical-mathematical) methods were explored that allowed the evaluation of strengths and learning styles, such as spatial, kinesthetic, and musical. The difficult challenge of evaluating student growth and progress in the often subjective character of the arts with objective assessment was visited by teachers--first in staff-development workshops and then in their classrooms. The evaluation process was a valuable tool for teachers, and it benefited the teachers in: (1) lesson planning; (2) evaluating student success; (3) increasing accountability to principal, parent, and student; (4) sharing overall progress of the arts in education with others (e.g., funding agencies); and (5) aiding in cross-curriculum assessment. Working drafts for dance, music, drama, and visual art of their arts assessment models are included in this report. (DQE)

ED 394 864   SO 025 426

Chartrand, Harry Hillman
Architecture & Design Arts Occupations, 1940-1990.
PUB DATE- Sep 94
NOTE- 74p.; Annex pages contain light, broken type.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Architects; Artists; *Demography; *Designers; *Economic Factors; Economic Impact; Employment; Employment Level; *Employment Patterns; Employment Statistics; Human Geography; Income; *Interior Design; Labor Market; Labor Turnover; *Trend Analysis; Unemployment

Using data from federal government records and professional membership organizations, this study examines trends in demographics, education, employment, and earnings of architects and individuals in design arts occupations between 1940-1990. Findings indicate that: (1) participation in architecture and design occupations has increased slightly as a percentage of the experienced labor force and (2) significantly as part of the arts labor force. (3) The majority of participants in these occupations are between 25-44 years of age. (4) Architecture and design occupations remain predominantly white, male professions. (5) Only in the decorator profession does participation by women exceed that of men. (6) The Northeast and Midwest have lost their historic dominance in the architecture and design professions. (7) College experience has increased for participants in these professions. (8) The percentage of self employed architects has decreased, the percentage of self employed designers has increased. High levels of part time employment among decorators and designers reflect the large percentage of women in these professions. (9) Architectural receipts of $10 billion and graphic arts receipts of $3.2 billion were recorded in 1987. (10) Median income of architects and those in design professions was above that of the labor force average in 1989. Aspects of professionalism and competition, design deficits, and aesthetic utopian attitudes are discussed. Contains charts, statistical tables, and 58 references. (NP)

Gildart, Donna Mae; And Others
Victorian Era: An Interdisciplinary Unit.
PUB DATE- 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Grade 7; Instructional Materials; Interdisciplinary Approach; Junior High Schools; Social Studies; *United States History; Victorian Literature
IDENTIFIERS- Historical Research; *Victorian Period

Seventh grade students studied the Victorian period using a 4-6 week interdisciplinary unit that integrated language arts, mathematics, art, science, social studies, music, home economics, parents, and business into the program. The main goals were to help students understand the importance of all curriculum subjects; comprehend how subjects are related; develop cooperative learning skills; and gain knowledge about the Victorian period. The overall cost for the program ranged between $300-500 dollars. The project developed different learning styles and a multisensory approach to learning. (JAG)

ED 394 887 SO 026 289

Ruthsdotter, Mary
"Celebrate Women's History": Coloring Poster Activity Booklet.
PUB DATE- 92
NOTE- 27p.; Accompanying poster available from National Women's History Project.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biographies; Elementary Secondary Education; Females; Social Studies; United States History; *Womens Studies
IDENTIFIERS- *Womens History

This booklet contains biographical information about Bessie Coleman, Nellie Bly, Gertrude Ederle, Sojourner Truth, Chien-Shiung Wu, Yoshiko Uchida, Madam C. J. Walker, Maria Martinez, Jovita Idar, Margaret Bourke-White, Sally Ride, and Sybil Ludington. These women are noted for their important contributions to United States history. It is hoped their lives and contributions inspire other women to become leaders in society as well. A quiz, a list of activities, and discussion questions are provided with guide. A 12-item bibliography concludes the text. (JAG)

ED 394 888 SO 026 290

Gallop, Nancy
Science Is Women's Work: Photos and Biographies of American Women in the Sciences.
PUB DATE- 94
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

educational attainment is examined next. Then, the out-of-class experiences associated with persistence and various categories of outcomes are discussed. Nine conditions are identified that characterize powerful out-of-class environments: (1) clear, coherent, and consistently expressed educational purposes; (2) an institutional philosophy that embraces a holistic view of talent development; (3) complementary institutional policies and practices congruent with students' characteristics and needs; (4) high, clear expectations for student performance; (5) use of effective teaching approaches; (6) systematic assessment of institutional practices and student performance; (7) ample opportunities for student involvement in educationally purposeful out-of-class activities; (8) human scale settings characterized by ethics of membership and care; and (9) an ethos of learning that pervades all aspects of the institution. The report concludes with implications for governing board members, presidents, academic administrators, student affairs administrators, faculty, and students. (Contains approximately 330 references.) (DB)

ED 394 445 HE 029 139

Foster, Ralph S., Jr., Ed.; And Others
Marketing University Outreach Programs.
PUB DATE- 94
NOTE- 282p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Books (010)
DESCRIPTORS- *Advertising; College Administration; Costs; Delivery Systems; *Distance Education; Educational Demand; Educational Finance; Educational Trends; Extension Education; Financial Support; Futures (of Society); Higher Education; Information Sources; Long Range Planning; *Marketing; *Outreach Programs; Program Administration; Program Descriptions; Resource Allocation; *Strategic Planning; Trend Analysis
IDENTIFIERS- *Marketing Research; Market Segmentation

A collection of 12 essays and model program descriptions addresses issues in the marketing of university extension, outreach, and distance education programs. They include: (1) "Marketing and University Outreach: Parallel Processes" (William I. Sauser, Jr. and others); (2) "Segmenting and Targeting the Organizational Market" (Vaughan C. Judd); (3) "A Societal Marketing Orientation for University Extension" (Samuel R. Fowler); (4) "Program Delivery: From Face-to-Face to Distance Learning" (Ralph S. Foster, Jr. and others); (5) "Customers, Costs, and Context: An Integrated Approach to Funding University Outreach Programs and Services" (Barbara Battiste Emil); (6) "Developing a Comprehensive Promotional Plan" (Kathleen S. Zumpfe); (7) "Whoa! Timeout!-Somebody Out There Is Sending Us a Message" (Jack Smith); (8) "Linking Marketing to Strategic Long-Range Planning" (Robert G. Simerly); (9) "The Role of Marketing Research and Decision Systems in the Marketing Process" (James W. Busbin); (10) "Marketing Information Sources for Outreach Professionals" (Vaughan C. Judd and Betty J. Tims); (11) "Model Programs in University Outreach" (Ralph S. Foster, Jr. and others); and (12) "Future Trends in University Extension" (Donald R. Self and others). (Individual papers contain references.) (MSE)

J. Holland (1995); Kathleen T. Heinrich (1995); and M. R. Schockett, E. C. Yosimura, K. Beyard-Tyler & M. J. Haring (1983). Special attention is given to the complexity of mentor roles as well as to the idiosyncratic nature of mentoring relationships. Holland concluded that the quasi-apprenticeship, academic mentoring, and career mentoring relationships of African American doctoral students had the most significant impact on the participants in his study, underscoring the importance of these kinds of mentoring relationships to advancement in higher education. Heinrich's study of women mentors concluded that if mentoring is envisioned as individuals involved in relationships with one another for the purpose of achieving a goal involving reciprocity, empowerment, and solidarity, then further study is needed to determine how women advisors own and use their legitimate power, share power, and negotiate differences to nurture the professional growth of advisees. While Haring's network mentoring model shares many of the Holland and Heinrich studies' characteristics, findings suggest that the mentoring relationship in academics can positively affect the graduate student's predoctoral activity and initial job placement. These findings underscore the need to examine in even greater detail questions on mentoring that focus on the roles, selection, and effectiveness of these mentoring relationships. (Contains 30 references.) (NAV)

ED 394 465 HE 029 161

Marcus, Laurence R.; Smith, Richard
Faculty Perceptions of Strategic Visioning.
PUB DATE- Apr 96
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Change Strategies; Faculty College Relationship; Higher Education; Institutional Administration; *Long Range Planning; Mission Statements; *Participative Decision Making; Policy Formation; School Restructuring; *Strategic Planning; *Teacher Administrator Relationship
IDENTIFIERS- *Faculty Attitudes

This report presents an examination of the use of a participative model in the strategic planning process at a publicly-supported, comprehensive institution in the middle Atlantic region of the United States. Specific attention is given to the process of developing the vision statement, an undertaking of approximately 15 months preceding Board of Trustee approval. This particular institution had undergone dramatic and unsettling strategic planning activity and change four years earlier that resulted in improved financial status and program development. Because of this past experience, this new strategic planning initiative for the 21st century was met with great skepticism by faculty. A survey was sent to 264 faculty members during the development of this new vision statement to determine their participation in its development; 86 responded, of which only 13 percent were unfamiliar with the approach taken. Most found the vision statement beneficial for the future of the institution. Many were skeptical regarding the extent to which the vision and its individual elements were realistic, although nearly half thought that it reflected the institution's values in a considerable fashion. Statistical analysis indicated that the number of involvements that the following sections. A summary suggests rules for institutions to follow in making the decision to withhold a transcript. These rules focus on the importance of the exact status of the bankruptcy action. (CK)

ED 394 484 HE 029 180

Weingartner, Rudolph H.
Fitting Form to Function. A Primer on the Organization of Academic Institutions.
PUB DATE- Apr 96
NOTE- 125p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- *Administrative Change; Administrative Principles; *Administrator Role; College Administration; College Environment; *College Faculty; Cooperation; Departments; *Educational Objectives; Faculty College Relationship; Governance; Higher Education; *Participative Decision Making; Program Budgeting; Role Conflict; *School Effectiveness
IDENTIFIERS- *Judicial Evaluation Approach

This book examines the organization and functions of the major departments and offices within a college and university and offers explicit advice on the best way to integrate the two to achieve efficient governance. Organizational factors such as reporting structures, types of committees, and how the administration and faculty collaborate to reach decisions are seen to play key roles in how well an institution meets its objectives. Twenty-seven general maxims drawn from general principles and the author's own experiences are identified and applied throughout the book; an example is, "supervision is work, calling for the dedication of time, energy, and know-how." After an introductory chapter, individual chapters address the following topics: (1) the President and the President's Office; (2) collaboration and consultation within and between the central administration and the faculty; (3) primary academic administration in the Office of the Dean of a School; (4) the Office of the Provost; (5) other units (such as student affairs, health sciences, and graduate education and research); (6) departmental organization; (7) faculty collaboration on personnel and educational policy decisions; and (8) faculty collaboration--the juridical role. An appendix lists the maxims. (DB)

ED 394 485 HE 029 182

Gray, Peter J.; And Others
A National Study on the Relative Importance of Research and Undergraduate Teaching at Colleges and Universities, with Executive Summary.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.; Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- Feb 96
NOTE- 135p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Instruction; *Faculty; *Faculty College Relationship; Faculty Workload; *Higher Education; *Research; *Theory Practice Relationship

Williams, Helen Margaret
Curriculum Conceptions of Open Learning: Theory, Intention and Student Experience in the Australian Open Learning Initiative.
PUB DATE- Jan 96
NOTE- 393p.; Ph.D. Thesis, Queensland University of Technology, Brisbane, Australia.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Concept Formation; *Curriculum Development; *Distance Education; Educational Technology; Elementary Secondary Education; Foreign Countries; Participative Decision Making; Student Attitudes; *Theory Practice Relationship
IDENTIFIERS- *Australia; *Open Learning

This thesis seeks to clarify the meaning of the open learning concept by examining it in alternative ways--as an element of social theory, as an intended curriculum, and as a perceived student learning experience. The three curriculum conceptions of open learning are applied to the Australian Open Learning Iniative. Students' curriculum experiences are studied by means of a series of telephone interviews with a targeted sample of 44 students registered with Open Learning Australia in the first study period of 1993. The study identifies the learners' context as a significant but previously unacknowledged constraint on students' decisionmaking and learner control of curriculum. It notes the transfer of control over entering a program of study is not automatically conferred by an open admissions policy, but is, instead, dependent on providers meeting the information needs of students. Chapters include: (1) "Open Learning: A Coat of Many Colours"; (2) "A Conceptual Framework for the Analysis of Curriculum Control in Open Learning"; (3) "Philosophy and Method"; (4) "Theoretical Conceptions of Open Learning"; (5) "Intentions Shaping Curriculum Formation in the OLI (Open Learning Initiative)"; (6) "Learners' Experiences as Curriculum Decision Makers on Open Learning"; (7) "New Meaning for Open Learning"; and (8) "Making the Most of Open Learning." Appendixes include sources of personal communications, a letter to students, demographic profiles of student respondents and the interviewed sample, endnotes, and student interview themes. (Contains 479 references.) (Author)

ED 394 505 IR 017 806

Lane, Carla
TEAMS Evaluation Summary, 1992-96.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 96
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Distance Education; Educational Technology; *Educational Television; Elementary Education; *Elementary Schools; *Evaluation; Instructional Development; Instructional Innovation; Mathematics Instruction; Nontraditional Education; Professional Development; Science Instruction; Teaching Methods
IDENTIFIERS- *Los Angeles County Schools CA

TEAMS Distance Learning is an Educational Telecommunications Network service of the Los Angeles County Office of Education

emerging set of policy initiatives at the state regulatory level designed to help public service entities get connected to private sector networks. State utility commissions have used a number of regulatory strategies to stimulate the deployment of advanced services. Special discounts for educational applications have been approved by many state commissions. As states move away from rate-based regulation, the promise of lessened regulation itself has been the main bargaining tool for getting promises of infrastructure investments and school connections from the regulated carriers. The approach of lessened regulation in exchange for new investments has all but been mandated by the new federal telecommunications legislation still in process. By taking away the state's power to maintain rate-based regulation, federal bills may make it harder to extract significant investment concessions. There is a growing move to limit the use of regulation to "push" telecommunications infrastructure deployment in favor of creating market-based incentives to "pull" advanced offerings into the community--to get unregulated vendors actually to want to invest in less profitable areas and once the investment is made, to ensure that customers can afford to purchase the newly available advanced services. Education, health care, library and local government institutions are the cutting edge of this new approach: advanced universal service. The ability for all Americans to access an affordable set of basic telecommunications services is at the heart of the universal service provisions of state and federal communications regulations. (AEF)

ED 394 523   IR 017 825

Pizzi, Skip
DBS Radio: Deathstar or Dud? Info. Packets No. 24.
PUB DATE- Oct 95
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Communications Satellites; *Programming (Broadcast); *Radio; Services; Technological Advancement; Telecommunications
IDENTIFIERS- Digital Technology; *Direct Satellite Broadcasting; *Federal Communications Commission; Radio Operators

The Federal Communications Commission (FCC) has been progressing over the past 5 years toward the institution of Direct Broadcast Satellite Radio (DBS-R) which would institute a new type of radio service. The FCC refers to the service as Satellite DARS (Digital Audio Radio Service), and it would provide reliable, high-fidelity satellite-delivered radio signals, receivable on fixed, mobile, and portable devices anywhere in the United States and its environs. Spectrum for provision of DBS-R services has been allocated, but no rules have yet been set, nor any licenses granted. Four proponents remain among those who submitted proposals during a filing window that closed in 1993. Any proponents awarded spectrum under Gen. Docket 90-357 would become national broadcasters, each beaming 20 or more channels of digital audio to national audiences. Note that another form of DBS radio service, Direct-to-Home (DTH), has also begun; two DBS television services (DirecTv and Primestar) currently offer multichannel digital audio services as part of their service packages. The four DBS-R proponents are American Mobile Radio Corporation; CD Radio (formerly Satellite CD Radio); Digital Satellite Broadcasting

Scopinich, June; Fink, Diana
Academic Career Success: Instructional Technology for the At-Risk Student.
PUB DATE- Mar 96
NOTE- 58p.; Paper presented at the Annual Chancellor's Conference of the California Community Colleges (5th, San Jose, CA, March 27-29, 1996).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Computer Assisted Instruction; *Computer Software; *Computer Software Evaluation; Courseware; *Participant Satisfaction; *Program Effectiveness; *Programmed Instructional Materials; Remedial Programs; Student Attitudes; Two Year Colleges
IDENTIFIERS- *INVEST Computer Assisted Learning System

The INVEST learning system is a computer-based program offering developmental courses in reading, mathematics, writing, life skills, and learning skills. As part of a joint project sponsored by the League for Innovation in the Community College (LICC), the American College Testing Program, and the INVEST Corporation, California's San Diego Miramar Community College undertook a project to evaluate the instructional benefits of the INVEST Software for developmental education students and develop a profile of best practices. Data sources included institutional profiles and interim narratives from 11 postsecondary educational institutions implementing the software; results from pre- and post-tests; and surveys of students, laboratory supervisors, and faculty involved in using or implementing the software. Results from surveys indicated that faculty thought that the software addressed more than 60% of developmental education learning objectives and more than 40% of the objectives at their college, that lab supervisors gave high ratings to INVEST's service department and reporting system, and that 75% of the students both felt more comfortable with computers after 2 weeks of the course and would take courses using INVEST again. A compilation of best practices from participating institutions is included. Appendixes provide a chart of the INVEST curriculum model and information on the system's features and benefits, information on the LICC project to implement INVEST, and INVEST and LICC articles describing program outcomes at participating colleges. (TGI)

ED 394 541 JC 960 276

The Olympics of Leadership: Overcoming Obstacles, Balancing Skills, Taking Risks. Proceedings of the Annual International Conference of the National Community College Chair Academy (5th, Phoenix, Arizona, February 14-17, 1996).
PUB DATE- Feb 96
NOTE- 637p.; For selected individual conference papers, see JC 960 277-335.
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Academic Deans; *Administrator Effectiveness; *Administrator Role; College Administration; Community Colleges; *Leadership Qualities; *Leadership Responsibility; *Leadership Styles; Organizational Development; Supervisory Methods; Teacher Role; Two Year Colleges

This proceedings provides a total of 77 papers discussing the include the fact that it frees chairs and administrators for other tasks, expresses faith in the team, increases motivation and faculty loyalty, and promotes staff development. Finally, when delegating, administrators should identify tasks that need to be accomplished; assign the tasks to faculty, clearly detailing expectations and authority; provide necessary training; periodically check on progress; review results with the delegate; and provide feedback. (BCY)

ED 394 558 JC 960 293

Lamb, Bill; And Others
Delivering the "Write" Message: The Memo and Transformational Leadership.
PUB DATE- Feb 96
NOTE- 8p.; In: The Olympics of Leadership: Overcoming Obstacles, Balancing Skills, Taking Risks. Proceedings of the Annual International Conference of the National Community College Chair Academy (5th, Phoenix, AZ, February 14-17, 1996); see JC 960 276.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Effectiveness; *Business Correspondence; College Administration; *Communication (Thought Transfer); Community Colleges; Department Heads; *Interpersonal Communication; *Leadership; Leadership Responsibility; *Leadership Styles; Two Year Colleges

Since the vast majority of conflict situations arise from a breakdown in the communication process, where one individual misunderstands something generated by another, the crucial challenge for leaders lies in avoiding misunderstandings. Leaders must remember, when formulating all sorts of correspondence, that when a "sender" forms a message and channels this information to a "receiver," communication breakdowns occur either through mistakenly encoding and decoding information or through language barriers and cultural differences. Further, leaders must be conscious that written communication lacks the non-verbal cues used in oral communication to refine and interpret the meaning of the message. When the written word is "decoded" in a way different from its intent, the breakdown often results in an emotional response, conflict, and wasted time. In the case of writing memoranda, the first consideration should be the purpose of the communication and if the purpose could be served better though a telephone call or visit. Next, administrators should consider the memo's intended audience to further define the need for written communication. Finally, writers must pay close attention to the voice they adopt to prevent misinterpretations of the memo's tone. (MAB)

ED 394 559 JC 960 294

Bradshaw, Al; Massey, Joanne
Designing a Virtual Classroom through the Use of Laptop Computers.
PUB DATE- Feb 96
NOTE- 8p.; In: The Olympics of Leadership: Overcoming Obstacles, Balancing Skills, Taking Risks. Proceedings of the Annual International Conference of the National Community College Chair Academy (5th, Phoenix, AZ, February 14-17, 1996); see JC 960 276.
LANGUAGE- English

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Effectiveness; Community Colleges; *Organizational Effectiveness; *Planning; *Productivity; Quality of Working Life; Scheduling; *Self Management; *Time Management; Two Year Colleges; Work Environment

Time management is critical for effective leadership and productivity among community college chairs and deans. An organization that is more time conscious tends to be more productive and less stressful. Similarly, an organization's time management culture can provide ideas for improving productivity and the work environment. One model of time management divides activities into four quadrants: important and urgent (e.g., deadlines and crises), important but not urgent (e.g., prevention activities and planning), urgent but not important (e.g., phone calls and meetings), and not important and not urgent (e.g., mail and busywork). In addition to applying this quadrant, deans and other administrators might wish to consider writing a personal mission statement and a personal master plan, determining the most valuable and productive use of time. Finally, strategies for maximizing available time include the following: (1) take control of how time is used; (2) improve commuting time; (3) plan for the possibility of waiting time; (4) make time for personal matters; (5) enlist the help of others in time management; (6) use a time management system such as a planner or computer program; (7) organize desks, offices, briefcases, and computer files; (8) reduce the amount of paper generated by sharing reading materials with colleagues; (9) try waking up an hour earlier each day; and (10) undertake energizing activities, such as vacations or sports, for personal renewal. (TGI)

ED 394 576 JC 960 311

Filan, Gary
Internationalizing Your Departments and Colleges through Faculty and Staff Exchanges.
PUB DATE- Feb 96
NOTE- 8p.; In: The Olympics of Leadership: Overcoming Obstacles, Balancing Skills, Taking Risks. Proceedings of the Annual International Conference of the National Community College Chair Academy (5th, Phoenix, AZ, February 14-17, 1996); see JC 960 276.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Community Colleges; *Exchange Programs; *Faculty Development; *Institutional Cooperation; International Educational Exchange; Released Time; *Teacher Exchange Programs; Two Year Colleges

The Community College Exchange Program (CCEP) is a consortium of community and technical colleges in the United States and abroad designed to establish and facilitate opportunities for administrator, faculty, and staff exchanges. Benefits associated with membership in the CCEP include low cost faculty and staff development, staffing flexibility, the ability to share new and innovative ideas, an alternative to short-term hiring or use of part-time faculty, the ability to create new programs or services in a different environment, opportunities for renewal by working in a different setting, and retraining and cross-training opportunities. Exchanges through the CCEP

DESCRIPTORS- *Administrative Change; Administrator Role; Articulation (Education); Community Colleges; *Declining Enrollment; *Department Heads; *Faculty Development; *Organizational Development; *Organizational Objectives; School Business Relationship; School Holding Power; Two Year Colleges
IDENTIFIERS- *Vincennes University IN

As a result of declining numbers of high school graduates, increasing competition from other two-year colleges, and decreasing amounts of available financial aid, Vincennes University (VU), a two-year college in Indiana, experienced a decline in enrollment of nearly 1,200 full-time equivalent students from Fall 1991 to 1995. In response, the division deans at the college undertook efforts to renew their role as campus leaders and address the causes of the enrollment decline. The deans held a series of meetings, which focused on ways to increase collaboration between divisions and resulted in the development of five goals to renew the college. These goals, with related projects currently underway, are the following: (1) strengthen the relationship between secondary and other postsecondary institutions and VU, with projects including tech prep relationships with secondary schools and a plan to have VU faculty make presentations to secondary school classes; (2) increase enrollment and retention, including efforts to recruit international students and review the orientation process; (3) enhance the current delivery of instruction and services, including efforts to provide inservice advising training to faculty; (4) develop entrepreneurial, income-producing projects with business and industry and the Workforce Development Agency; and (5) enhance professional development, providing regular inservice workshops and special tech prep workshops. (BCY)

ED 394 593 JC 960 328

Lamb, Bill; And Others
Strategies and Methodologies for Improving Communications in a Rapid Paced, Complex, Technological World.
PUB DATE- Feb 96
NOTE- 7p.; In: The Olympics of Leadership: Overcoming Obstacles, Balancing Skills, Taking Risks. Proceedings of the Annual International Conference of the National Community College Chair Academy (5th, Phoenix, AZ, February 14-17, 1996); see JC 960 276.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); *Communication Problems; *Communication Skills; *Computer Mediated Communication; Computer Networks; *Electronic Mail; *Intergroup Relations; Technological Advancement; Work Environment

Technology has revolutionized communication in a multitude of ways, allowing greater access to distant locations and to persons previously unavailable or available in only limited manners. In a number of respects, innovations such as electronic mail, voice mail, and fax machines have simplified communication and saved individuals valuable time. However, these changes have also complicated human relations and pose problems that challenge traditional communication skills and demand new approaches to interpersonal relations. Problems involved with electronic and automated communication include staff resistance to receiving generic campus-wide electronic mail messages, the paralysis that can ensue when a computer districts was $156,126, the lowest compensation received was $83,000, and the average was $103,492. (TGI)

ED 394 610 JC 960 347

Sykes, Abel B., Jr.
Opportunities for Partnership in the Pacific Rim: Reflections on a Visit to Vietnam.
PUB DATE- 6 Feb 96
NOTE- 13p.; Paper presented at the Annual Conference of the Community Colleges for International Development (19th, Phoenix, AZ, February 3-6, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; Comparative Education; Curriculum Development; *Developing Nations; Foreign Countries; *International Cooperation; *International Educational Exchange; International Programs; *International Relations; *Partnerships in Education; Two Year Colleges
IDENTIFIERS- *Vietnam

Community colleges are poised to play a vital role in Vietnam and other Pacific Rim nations currently seeking to develop their business sectors and economies. Projects and partnerships with U.S. community colleges are currently in progress in India, Malaysia, China, Japan, Taiwan, and Korea. In addition, the Vietnamese Ministry of Education and Training has expressed interest in establishing a community college system in Vietnam. Currently, the Vietnamese educational system places high school-aged students on either a university preparation, vocational technical college, secondary technical education, or teacher training track. The Ministry, however, has identified major problems in this system, including inappropriate curriculum, a lack of training in the right areas of business/industry and of continuity, a lack of business/industry participation in curriculum development, outdated facilities and equipment, and poorly trained and low paid staff. Although Vietnam has recognized the need for a community college system, the upper level educational hierarchy is unfamiliar with participatory curriculum development, tax supported education, and open enrollment policies and is moving slowly. Another major barrier is funding, as sources for loans are limited and politics can interfere with funding efforts. U.S. colleges can help Vietnam develop a college system through feasibility studies, funding, or improving the understanding of international development. (TGI)

ED 394 611 JC 960 348

McHewitt, Earl R.
Standard (Student-Right-to-Know) and Alternative Measures of VCCS Graduation Rates, Spring 1996.
PUB DATE- 96
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Associate Degrees; *College Outcomes Assessment; Community Colleges; Degrees (Academic); *Educational Certificates; *Research Methodology; State Surveys; Two Year Colleges
IDENTIFIERS- *Graduation Rates; *Virginia Community College System

consisted of a parent survey. Among the major findings were the following: (1) the overall rate of development for economically at-risk KERA preschool participants was significantly higher than that of a comparison group of income eligible peers who did not participate in the KERA Preschool Program; (2) longitudinal research through the primary grades on the social skills, academic competence, and behavior adjustment of former KERA economically at-risk preschoolers indicates they consistently do as well as or better than same-age classmates; (3) positive gains were observed across all groups of children with disabilities; and (4) the parent survey reported high levels of satisfaction with the programs. (DR)

ED 394 629 PS 023 865

Cawelti, Gordon, Ed.
Handbook of Research on Improving Student Achievement.
SPONS. AGENCY- Alliance for Curriculum Reform, Alexandria, VA.; Rockefeller Foundation, New York, N.Y.
PUB DATE- 95
NOTE- 175p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Achievement; Class Activities; Classroom Research; *Classroom Techniques; Early Childhood Education; *Educational Improvement; Health Education; Humanities Instruction; *Instructional Improvement; Integrated Activities; *Knowledge Base for Teaching; Language Arts; Learning Activities; *Learning Strategies; Mathematics Instruction; Physical Education; Research Utilization; Science Instruction; Social Studies; Staff Development

This handbook is designed to identify classroom practices that research has shown to result in higher student achievement. The fundamental idea behind this book is that in order to succeed, efforts to improve instruction must foucs on the existing knowledge base about effective teaching and learning. The chapters are: (1) "Introduction" (Gordon Cawelti); (2) "Generic Practices" (Herbert J. Walberg); (3) "The Arts" (Richard Colwell); (4) "Foreign Language" (Myriam Met); (5) "Health Education" (Catherine D. Ennis); (6a) "Language Arts" (James R. Squire); (6b) "Oral Communication" (Carolyn Dunkle Perry); (7) "Mathematics" (Douglas A. Grouws); (8) "Physical Education" (Catherine D. Ennis); (9) "Science" (Dorothy Gabel); (10) "Social Studies" (James P. Shaver); and (11) "Focusing Staff Development on Student Learning" (Dennis Sparks). Each of the chapters follows a common format. After a brief introduction, 10 to 16 classroom practices are identified. A summary of research findings is presented, followed by an application to classroom practices. For the research-based practices identified, only the most important studies supporting those practices are cited. Although most studies rely on traditional kinds of achievement testing, a broader definition of achievement is used here. Integrated approaches within disciplines are included if they are judged appropriate. Each chapter contains a reference list of 60 to 90 items. (TM)

ED 394 630 PS 023 897

Cohen, Rachel
Do New Technologies Modify the Learning Processes for Young Children?
PUB DATE- Sep 95

This paper describes the development and operation of two professional development schools (PDS) by the School of Education at Baylor University. These schools were organized to develop and demonstrate: (1) high quality learning programs for diverse students; (2) practical, thought-provoking preparation for novice teachers; (3) new understandings and professional responsibilities for experienced educators; and (4) research projects that add to all educators' knowledge about how to make schools more productive. The Hillcrest PDS and LaVega Primary School were organized along these principles, emphasizing theme-based interdisciplinary teaching, multi-aged groups, technology, cooperative learning, inclusion, performance assessment, and outdoor learning environments. Mixed-age groups of 40 students are taught cooperatively by a master teacher, a first-year teacher, and student teachers from the university. An appendix contains lists of procedures, objectives, and teacher evaluation forms used in the PDS program. (Contains 19 references.) (MDM)

ED 394 648 PS 023 985

Frost, Joe L.; Sweeney, Theodora B.
Cause and Prevention of Playground Injuries and Litigation; Case Studies.
PUB DATE- 95
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; Case Studies; *Children; *Court Litigation; Death; *Injuries; *Playgrounds; *Safety; Sex Differences; Standards
IDENTIFIERS- American Society for Testing and Materials; Consumer Product Safety Commission

This study examined 187 playground injuries and 13 fatalities that resulted in lawsuits between 1981 and 1995, taken from the files of two expert witnesses on playground safety who testified in the cases. The data are presented by geographic location, nature of injuries, cause of injuries/fatalities, playground equipment implicated, location of injury/fatality, age of children, gender of children, and violations of safety specifications. Eighty-one percent of the cases in the study were settled out of court, 9 percent went to trial, and 10 percent are in progress. An analysis of the case indicates that playground lawsuits are growing rapidly in the United States, that most cases involve serious or fatal injuries, and that most injuries are due to falls from common playground equipment, such as slides, swings, climbers, merry-go-rounds, horizontal ladders, and fire poles. The study recommends that schools, day care facilities, and other entities with playground facilities follow closely the specifications and standards set forth by the Consumer Product Safety Commission (CPSC) and the American Society for Testing and Materials (ASTM) in order to avoid injuries and costly litigation. (Contains 8 references, a list of recommended resources, and 11 figures.) (MDM)

ED 394 649 PS 023 989

Bell-Ruppert, Nancy
Discipline Plans in Middle Schools.
PUB DATE- Nov 94
NOTE- 10p.; Paper presented at the Annual Conference and Exhibit of the National Middle School Association (21st, Cincinnati,

referrals) indicated an increase in appropriate behavior and in interpersonal skills. (Twelve appendices include checklists, forms, charts, book lists, suggested books and cassettes, cooperative learning lessons, and a description of learning centers. Contains 40 references.) (TM)

ED 394 667 PS 024 060

Moen, Phyllis, Ed.; And Others
Examining Lives in Context: Perspectives on the Ecology of Human Development.
PUB DATE- 95
NOTE- 726p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adjustment (to Environment); *Behavioral Science Research; Behavior Development; *Child Development; *Context Effect; Cultural Influences; *Individual Development; Individual Differences; Models; Social Influences; Socioeconomic Influences
IDENTIFIERS- *Bronfenbrenner (Urie); *Ecological Perspective; Paradigm Shifts; Resilience (Personality)

Extending the work of behavioral scientist Urie Bronfenbrenner on the social and contextual factors influencing human development, this collection of essays, from scholars in a range of disciplines, shows how Bronfenbrenner's ecological theory and research have transformed the way many social and behavioral scientists approach, think about, and study human beings and their environments. The articles are grouped into five sections dealing with the dynamics of individual development, historical and social time, the multiple contexts of human development, the importance of process, and reflections and new directions. Each of the sections includes an introduction by Glen H. Elder, Jr., Kurt Luscher, Luscher, Elder, and Phyllis Moen, respectively. Following a general introduction (Moen) on Bronfenbrenner's theories and on the themes and organization of this volume, the articles are: (1) "Individual Development: A Holistic, Integrated Model" (David Magnusson); (2) "Understanding Individual Differences in Environmental-Risk Exposure (Michael Rutter and others); (3) "The Life Course Paradigm: Social Change and Individual Development" (Glen H. Elder, Jr.); (4) "Social Structure and Personality through Time and Space" (Melvin L. Kohn); (5) "Linked Lives: A Transgenerational Approach to Resilience" (Phyllis Moen and Mary Ann Erickson); (6) "Taking Time Seriously: Social Change, Social Structure, and Human Lives" (Duane F. Alwin); (7) "Differentiating among Social Contexts: By Spatial Features, Forms of Participation, and Social Contracts" (Jacqueline J. Goodnow); (8) "A Bioecological Model of Intellectual Development" (Stephen J Ceci and Helene A. Hembrooke); (9) "The Two Sexes and their Social Systems" (Eleanor E. Maccoby); (10) "Gender, Contexts, and Turning Points in Adults' Lives" (John A. Clausen); (11) "Social Ecology over Time and Space" (Robert B. Cairns and Beverley D. Cairns); (12) "Authoritative Parenting and Adolescent Adjustment: An Ecological Journey" (Laurence Steinberg and others); (13) "Children in Families in Communities: Risk and Intervention in the Bronfenbrenner Tradition" (Jeanne Brooks-Gunn); (14) "Jobless Ghettos and the Social Outcomes of Youngsters" (William Julius Wilson); (15) "Expanding the Ecology of Human Development: An Evolutionary Perspective" (Jay as schools seek to increase efficiency through discipline. A recent empirical study of the effects of quasi-markets on school exclusion suggests that the students being excluded have complex social and educational needs. (Contains 50 references.) (JW)

ED 394 685 PS 024 106

Hayden, Carol
Preventing Primary School Exclusion: What Can Education Service Based Initiatives Do?
PUB DATE- 6 Oct 95
NOTE- 23p.; Paper presented at a conference, "The Prevention and Management of Exclusion from School" (York, England, United Kingdom, October 6, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Modification; *Behavior Problems; *Discipline Policy; Elementary Education; *Elementary School Students; *Expulsion; Family Characteristics; Family Problems; Foreign Countries; Positive Reinforcement; Prevention; School Administration; Social Services; *Suspension
IDENTIFIERS- Circle Time; Empirical Research; *Preventive Education; United Kingdom

Drawing upon data collected during an investigation into the exclusion (suspension or expulsion) from school of primary age children due to behavioral problems, this paper provides an overview of findings from empirical research, but also considers the possibilities for prevention of primary school exclusion by using education service-based initiatives. The role of the education service-based initiative with respect to behavior management is considered at various levels: at national policy and LEA (Local Education Authority) levels, via GEST (Grants for Educational Support and Training) projects and behavior support teams; and at the level of schools, through whole-school behavior policies. Two contrasting school-based behavior management strategies are explored with reference to the fieldwork conducted during the research project, specifically, "assertive discipline" and "circle time," are discussed. Comments from teachers who had experience with implementing behavior policies using these strategies are included. The paper concludes with a brief consideration of the need for the support from other agencies, such as social services and health-based services, to help children establish more acceptable patterns of behavior. Contains 29 references. (MOK)

ED 394 686 PS 024 107

Strand, Steve
Key Performance Indicators for Primary Schools.
PUB DATE- Sep 95
NOTE- 17p.; Paper presented at the European Conference on Educational Research (Bath, England, United Kingdom, September 14-17, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Budgets; Cultural Context; Educational Administration; Educational Assessment; Educational

DESCRIPTORS- *Child Development Centers; *Day Care Centers; Early
Childhood Education; Enrollment; *Marketing; Newsletters;
Pamphlets; *Student Recruitment
IDENTIFIERS- Resource and Referral Service

Written for administrators of early childhood program centers, this book offers tips on how to increase enrollment. The book offers suggestions rather than a theoretical overview or a comprehensive marketing strategy. Suggestions offered include: (1) Offer a quality program; (2) be aware of your target market; (3) make your program unique; (4) develop a place for your program in the community and articulate this place to interested parents; and (5) use the ideas in this book to develop a plan which works best for your program. Tips offered include: (1) develop identifying materials such as business cards, stationery, and name badges for teachers and students; (2) promote your program through pamphlets, special events, and alumni and community newsletters; (3) talk to real estate agents, community agencies, and relevant businesses about acquiring referrals of new parents and of parents just moving into the area; (4) do whatever possible to make the enrollment process comfortable for parents and children; and (5) develop a plan of action relevant to your center's needs. (Includes 3 appendices: a parent inquiry form, a worksheet for benefits and features, and a worksheet for developing a plan of action.) (JW)

ED 394 705 PS 024 154

Parental Involvement: A Bibliography.
PUB DATE- Mar 96
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Behavior Problems; *Child Rearing; Educational
Innovation; Foreign Countries; Homework; Parent Conferences;
*Parent Participation; Parent Role; Parents; *Parent School
Relationship; *Partnerships in Education; Prereading
Experience; Reading Aloud to Others; Student Motivation

This bibliography is a listing of resources which provide information about the involvement of parents and guardians in the process of the education of their children. The items listed are housed in the Library, Instructional Resources Unit, Manitoba Education and Training section of the provincial government. The bibliography is divided into two parts. The first section is comprised of book entries on parents' involvement in their children's education. The second part of the bibliography lists and describes 17 videos related to parent involvement. The videos cover a range of topics, including: an introduction to the ways in which parents and educators can work together to improve the quality of their children's education; parent conferences; how parents can help their children with homework and with school behavior; motivating students to learn; reading with young children; and innovations in schools. (DR)

ED 394 706 PS 024 156

Swadener, Beth Blue; And Others
Does the Village Still Raise the Child? A Collaborative Study of
Changing Child-Rearing and Community Mobilization in Kenya.
PUB DATE- 9 Apr 96
NOTE- 50p.; Paper presented at the Annual Conference of the
American Educational Research Association (New York, NY, April
9, 1996).

DESCRIPTORS- Art Activities; Beginning Reading; Child Development; Child Rearing; Childrens Games; Creative Thinking; Educational Games; *Emergent Literacy; Family (Sociological Unit); Imagination; Infants; *Language Acquisition; Language Skills; Learning Activities; Oral Reading; *Parenting Skills; Parent Role; Parents; Play; Preschool Education; Reading Achievement; Reading Aloud to Others; Singing; Social Development; Songs; Speech Skills; Toys; Verbal Communication; Verbal Learning; *Vocabulary Development
IDENTIFIERS- *Baby Talk; Natural Language; Reading Behavior; Toilet Training

Noting that children s first words are exciting for parents to hear, this book describes how babies can "talk" before they learn to say actual words and shows ways parents can help babies learn language. The book addresses a neglected area in child development--how to help low literacy parents and parents for whom English is a Second Language enhance the language and development of their children at home and through daily routines. Some topics covered include: (1) your baby is smart; (2) reasons for parents to talk to their children even though they can't talk back; (3) toilet training words; (4) finding good books to read to children; (5) songs for parents and children; (6) games; (7) easy toys to make; (8) imagination; (9) television's effect on language development; (10) what you can say when your child says words you don't want to hear; (11) how to get your child to do what you want without getting mad; and (12) helping children develop socially through language. Contains 35 references. (BGC)

ED 394 725 PS 024 183

Sroufe, L. Alan
Emotional Development: The Organization of Emotional Life in the Early Years. Cambridge Studies in Social and Educational Development.
PUB DATE- 96
NOTE- 269p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Affective Behavior; Attachment Behavior; *Behavior Development; *Cognitive Development; Developmental Stages; *Emotional Development; *Emotional Response; Fear; Happiness; Infants; Interpersonal Relationship; Mental Health; Personal Autonomy; Preschool Children; Psychological Patterns; Toddlers
IDENTIFIERS- *Emotional Expression; Emotional Regulation; *Emotions; Self Regulation

Written for researchers and clinicians, this book integrates key perspectives in order to illuminate common beliefs about core processes of emotional development. The book is divided into three parts. Part 1 discusses the nature of emotional development. Topics covered here include: (1) questions relevant in a developmental assessment of emotions; (2) conceptual issues in the study of emotion; and (3) emotion and the organization of development. Part 2 discusses the unfolding of emotion. Topics here include: (1) emotions as constructs and "stages" in the development of affect; (2) the development of joy and fear; (3) the interdependence of affect and cognition; and (4) meaning, evaluation, and emotion. Part 3 discusses emotional development and individual adaptation. Topics here include: (1) the social nature of emotional development; (2)

government. The report discusses the efforts of the Working Group formed to consider how federal, state, and local governments can improve results for preschool and school-aged children and their families. Also discussed are the steps necessary to achieve these partnership goals, including: (1) assessing conditions, assets, and resources to assist in setting priorities for resource allocation and accountability; (2) developing compatible goals and coordinated plans for improving results; (3) ensuring shared accountability for equity and results; (4) reviewing and aligning policies and allocating all available resources to positively affect the highest priorities in a community; and (5) designing and reconfiguring programs, services, supports, and infrastructure to help families, children, and communities grow stronger. The first part of the report is a general discussion of issues relating to at-risk youths, such as fragmentation and failure to resolve problems. This part introduces measures to meet the community's needs and allocate resources, and discusses the roles of the federal and state governments. The second part of the report discusses strategies for developing local flexibility in implementing comprehensive services focused on young children and their families. This part touches upon topics such as finance, decision making, and state and federal collaboration issues and their solutions, and provides a table of key steps for achieving better results for children and families. A list of the members of the Working Group concludes the report. (MOK)

ED 394 744   PS 024 310

Reese, Debbie
Teaching Young Children about Native Americans. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 96
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *American Indian Culture; American Indian History; *American Indians; Books; *Childrens Literature; Classroom Techniques; Cultural Awareness; Curriculum Development; Early Childhood Education; *Learning Strategies; Preschool Curriculum; Preschool Teachers; *Stereotypes; Tribes; Young Children
IDENTIFIERS- ERIC Digests; *Native Americans; Project Approach (Katz and Chard); Thanksgiving

Noting that the terms "Native American" and "American Indian" are both legitimately used to refer to the indigenous people of North America, this digest identifies stereotypes about Native Americans that children gain from media portrayals and classroom role playing, and suggests strategies for teachers to use to counter stereotyped portrayals and to reflect cultural diversity among Native Americans. Stereotypes are perpetuated by television, movies, and children's literature when these media depict Native Americans as uncivilized savages or as romanticized heroes. Many teaching materials and children's books present a generalized image of Native American people with little regard for differences among tribes. In their classrooms, teachers can use specific positive strategies to counter these stereotypes and generalized images. Suggested exemplars, a schoolwide or systemwide perspective, the educational philosophy of instructor, emphasis on reflection, and integrative assignments with classroom-based applications. Based on evidence of desired teacher outcomes in the USM teacher education program, the instructional elements described appear to be effective in teaching site-based courses in exceptionality. (LP)

ED 394 760 RC 020 559

Prater, Greg; And Others
A Rural Special Education Teacher Training Program: Successful Adaptations.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Mar 96
NOTE- 6p.; In: Rural Goals 2000: Building Programs That Work; see RC 020 545.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indian Culture; *American Indian Education; American Indian Reservations; College School Cooperation; *Cross Cultural Training; Cultural Awareness; Elementary Secondary Education; Higher Education; *Navajo (Nation); *Preservice Teacher Education; Program Evaluation; Rural Areas; *Special Education Teachers; *Student Adjustment; Teacher Education Programs
IDENTIFIERS- *Kayenta Unified School District AZ; Northern Arizona University

The Rural Special Education Program (RSEP), a partnership between Northern Arizona University (NAU) and Kayenta Unified School District (KUSD), provides training for preservice special education teachers to work with Native American students and their families. To date, the program has provided training for 63 preservice special education teachers, of which approximately half are Native American and reside in Kayenta. Currently, there are 15 students in the RSEP; 9 students are Native Americans who work as paraprofessionals for KUSD, the other 6 students are non-Natives that have previously taken classes on the main campus of NAU. The program requires university students to live on the Navajo reservation and receive practical classroom experience in KUSD schools. Informal surveys and phone interviews were conducted with current and former RSEP participants regarding major challenges of the program, adaptations students made to overcome challenges, and suggestions for future RSEP students. Respondents stated that living conditions, distance from families and major cities, lack of entertainment, and adapting to cultural differences were the major challenges of the program. Students adapted by learning to get along and respect one another, being flexible, car-pooling and planning trips to metropolitan areas, taking advantage of entertainment available on the reservation, and accepting the culture on the reservation. Suggestions for future RSEP students include ensuring adequate finances for living away from campus, respecting both the Navajo people and the land, and taking advantage of learning from the Navajo culture. (Contains two references.) (LP)

ED 394 761 RC 020 560

Cheney, Christine; Demchak, MaryAnn

RC 020 545.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Administrator Role; Educational Administration; Elementary Secondary Education; Interprofessional Relationship; Principals; *Role Perception; Rural Education; *Rural Schools; School Districts; *Special Education; State Surveys; Superintendents
IDENTIFIERS- *Special Education Directors; *West Virginia

A survey examined perceptions among superintendents, principals, and special education administrators concerning the role of the special education administrator in West Virginia school systems. All 55 county school superintendents, all 55 district-level special education administrators, and 150 public school principals were sent a survey consisting of 40 specific tasks organized under 7 administrative functions. Respondents indicated whether the person responsible for administering special education actually performed each task, and the degree of importance of the task. Responses were received from 40 (73%) superintendents, 55 special education administrators (100%), and 107 (71%) principals. For the majority of the tasks, the three groups shared common perceptions regarding their importance and implementation, with the superintendents and special education administrators showing the most congruence, followed by superintendents and principals. Special education administrators and principals showed the least congruence in perceptions, with significant differences of perception regarding performance occurring on 19 of the 40 tasks and on degree of importance for 17 tasks. This perceptual incongruence between special education administrators and principals indicates a potential for conflict, especially at the program implementation level, and may result in less effective delivery of services to students. An examination of tasks performed at the school level may determine whether this potential is actually realized. (TD)

ED 394 777 RC 020 576

Salmon, Karen; Thomas, Anne
The Mid-Shore Special Education Consortium: From Competition to Collaboration.
PUB DATE- Mar 96
NOTE- 7p.; In: Rural Goals 2000: Building Programs That Work; see RC 020 545.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advisory Committees; Boards of Education; *Consortia; Coordination; *Educational Cooperation; Elementary Secondary Education; Inclusive Schools; Low Incidence Disabilities; Mainstreaming; Partnerships in Education; *Rural Education; *Shared Resources and Services; *Special Education
IDENTIFIERS- *Maryland (Eastern Shore)

In recognition of the special challenges that rural areas face in delivering services to students with disabilities, the boards of education of five rural counties on Maryland's Eastern Shore created the Mid-Shore Special Education Consortium in 1973. The Consortium counties represent a population of 24,000 students and provide special education services to approximately 13 percent of these students. The consortium is committed to

ED 394 796 SE 058 156

Goodson-Espy, Tracy J.
A Constructivist Explanation of the Transition from Arithmetic to Algebra: The Role of Reflective Abstraction.
PUB DATE- 95
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Algebra; Arithmetic; *Cognitive Processes; *College Students; Higher Education; *Inequality (Mathematics); Interviews; *Problem Solving

This paper reports a study that sought to explain student understanding of the concept of linear inequality as presented in a problem-solving setting. In the course of data analysis, the transition from arithmetic to algebra emerged as a critical issue. Therefore, the study examined the differences in the problem-solving activities of solvers who were able to make a transition from arithmetical methods to algebraic methods as opposed to those who could not. Thirteen college students participated in unstructured interviews in which they solved problems, but were not told that these problems involved linear inequality. Detailed analyses are given for two of the problem solvers. Results showed that, to make a successful transition to algebra, a solver needed to attain post-representational levels of reflective abstraction and that imagery is an inherent part of the transition from one level of reflective abstraction to the next. (MKR)

ED 394 797 SE 058 161

Mokros, Jan
Beyond Facts and Flashcards: Exploring Math with Your Kids.
PUB DATE- Mar 96
NOTE- 133p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Education; *Elementary School Mathematics; *Family Involvement; Learning Activities; Parent Materials; *Parent Participation
IDENTIFIERS- Mathematics Activities

This book shows parents how to transform their family's involvement in mathematics with ways to expose their children to the mathematics they need. Parents learn to uncover the mathematics in their daily lives and how to participate with their children in mathematics learning. The book discusses mathematical literacy and chronicles a typical day of family math. In a series of suggested activities, everyday occurrences such as using coupons, sneezing, and folding laundry, become fun learning opportunities. Also discussed is what to look for in a mathematics class and how to support a good mathematics program once it exists. Contains 47 references. (MKR)

ED 394 798 SE 058 166

VanCleave, Janice
Janice VanCleave's 201 Awesome, Magical, Bizarre, and Incredible Experiments.
PUB DATE- 94

Progression has been largely defined by the complexity of the tasks as described by the number and type of variables. This paper considers progression in procedural understanding in the context of investigative work in science. The paper looks at the rationale for the inclusion of procedural understanding as a substantive element of a curriculum and details its possible content. An example drawn from an extensive research base is used to illustrate the problems pupils, ages 9-14, have with one element of procedural understanding. It is concluded that the search for progression has some of its elements in place but until teachers are operating a scheme of work which incorporates procedural understanding and its associated content explicitly, the search for progression can only be tentative and provisional. (Author/JRH)

ED 394 822 SE 058 284

Walz-Michaels, Gerda
The Spiritual and Educational Dimensions of The New Science Movement.
PUB DATE- Apr 96
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-14, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; Philosophy; Science Education; Science History; *Scientific Concepts
IDENTIFIERS- *Nature of Science

With the emergence in physics of relativity and quantum theories in the first decade of this century a paradigm shift took place from a predominantly mechanistic to a dynamic world view. This shift formed the basis of the New Science Movement, including the new physics, in the 1970s. The movement is international, interdisciplinary, dynamic, and open in its research to the natural and social sciences, arts, and religion. This paper investigates the spiritual and educational dimensions of the New Science Movement. It looks at concepts central to the movement, such as space and time, wave/particle duality, the local and the nonlocal, the parts and the whole, order and disorder (chaos), and knowledge as a network of relations. It tries to show a link to education and spirituality. On the basis of the works from representatives of the New Science Movement, such as David Bohm, Fritjof Capra, David Peat, Danah Zohar, and Ken Wilber, the paper suggests that interpretations of spiritual and educational dimensions of the New Science Movement might be considered for educational processes in general. Contains 26 references. (Author/JRH)

ED 394 823 SE 058 285

Daniel, Patricia
Aspects of Interactive Multimedia Environment Supporting Beginning Mathematics and Science Teachers' Construction of Knowledge about Teaching and Learning.
PUB DATE- 95
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Constructivism (Learning); Elementary Secondary

the Improvement of Postsecondary Education (ED), Washington, DC.; Indiana Univ., Bloomington. Office of Research.; Indiana Univ., Bloomington. Univ. Graduate School.
PUB DATE- Dec 95
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Collected Works - General (020)
DESCRIPTORS- Case Studies; *Ethics; Higher Education; *Moral Values; *Scientific Research

Recent psychological work on the moral development of professional and graduate students has illuminated ways to effectively bring about substantial changes in students' ability to construct a well-reasoned response to moral problems. This document is designed to help educators provide instruction that will enhance students' ability to develop well-reasoned responses to the kinds of ethical problems that are likely to arise in the practice of science. The document has been tailored for the training of graduate students in the biomedical sciences, but the materials are applicable with researchers from a variety of backgrounds. Six cases for discussion are presented along with student instructions describing the rationale and procedures for this exercise. Each case is accompanied with facilitator notes providing a detailed analysis of the ethical issues raised in the case, guidelines for leading discussions, and criteria for evaluating participants' competence in ethical reasoning. The use of these materials is not intended as a full course in research ethics, but could serve as a basis for a course that might be supplemented with didactic presentations on rules and conventions for conducting scientific research in a research institution, discussions of ethical issues not included in this package, guest presentations, discussions of historical cases, and other topics of interest. (JRH)

ED 394 844 SE 058 354

Jensen, Murray; And Others
Investigating the Disney Effect: Are Students Reluctant To Apply Natural Selection Principles to Life Forms with Which They Identify?
PUB DATE- Apr 96
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Animals; *Biology; Higher Education
IDENTIFIERS- *Natural Selection

This study was designed to investigate whether a student's responses to test questions about natural selection were influenced by the extent of the student's identification with the organism. The hypothesis was that a student would be reluctant to invoke the ravages of natural selection upon species with which they possessed a greater empathy than upon species about which they cared less strongly. College students (n=130) in a general biology course at a major research university were administered a twelve-item multiple choice test after the evolution instructional unit had been completed to assess their understandings of natural selection, The test consisted of six parallel items with the difference between parallel items being only in the type of organism described. Analyses were conducted to evaluate whether students made

ED 394 865 SO 025 468

Kirleis, Kathryn
The Effects of Peer Mediation Training on Conflicts among Behaviorally and Emotionally Disordered High School Students.
PUB DATE- Jun 95
NOTE- 77p.; Education Specialist Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Behavior Disorders; Conflict Resolution; Educational Research; *Emotional Disturbances; Higher Education; High Schools; Secondary Education; Social Studies; Students
IDENTIFIERS- Conflict Analysis; Florida; *Peer Mediation

This practicum was designed to explore the impact that exposure to conflict management had on emotionally and behaviorally disordered high school students. High school students who participated in this study were from the west coast of central Florida. The practicum objectives were for students to show a 25% increase in the use of conflict management strategies; a 20% decrease in the number of discipline referrals; and decrease in conflictual behavior by 25%. The results exceeded the objectives' outcome projections. The target group participated in peer mediation training and worked with teachers and staff to use the training with classroom conflicts. Appendices include student and staff pre-intervention and post-intervention surveys, a parent letter, and peer mediation referral/report/contract form. (Author/JAG)

ED 394 866 SO 025 494

Building a Foundation for Citizenship. Ideas for Developing Programs that Prepare Students for Life.
PUB DATE- 95
NOTE- 183p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Citizenship Education; Elementary Secondary Education; *Ethical Instruction; Ethics; Instructional Materials; Law Related Education; Social Studies; State Curriculum Guides; Teaching Methods; Values Education
IDENTIFIERS- *North Carolina

Asserting that children should be educated to thoughts and visions that extend beyond self-interest to the broader public good, this North Carolina handbook provides guidelines and curricular approaches for implementing successful citizenship and character education programs. The philosophical underpinning of the recommendations is that these programs must encourage the development of a strong partnership involving school, home, and community. The handbook provides curricular connections between citizenship education and English language arts, guidance, healthful living, mathematics, science, social studies, and vocational education. These curricular connections illustrate the opportunities that are available for educators to integrate concepts such as respect for others, respect for law, and attributes of character into a variety of disciplines. The guidebook also contains a directory of organizations that provide citizenship and character education material and a select bibliography of books and articles useful for

DESCRIPTORS- *Biographies; Elementary Secondary Education; *Females; Science Education; *Sciences; Social Studies; *Womens Studies
IDENTIFIERS- *Women in Science

Girls show an early interest in science, but are deterred from pursuing science careers as they get older due to society's stereotypes. This text identifies the many women in history who have made significant contributions to all scientific fields. The volume features the biographies of Maria Mitchell (Astronomer); Ellen Richards (Chemist, Ecologist); Ida Hyde (Physiologist); Florence Bascom (Geologist); Annie Cannon (Astronomer); Lillian Gilbreth (Industrial Engineer); Anna Wheeler (Mathematician); Leta Hollingworth (Educational Psychologist); Olive Hazlett (Mathematician); Margaret Mead (Anthropologist); Barbara McClintock (Geneticist); Grace Hopper (Mathematician); Maria Mayer (Nuclear Physicist); Rachel Carson (Marine Biologist); Rita Levi-Montalcini (Biologist); Chien-Shiung Wu (Nuclear Physicist); Gertrude Elion (Pharmacologist); Rosalyn Yalow (Research Nuclear Physicist); Jewel Cobb (Biologist); Dian Fossey (Primatologist); Reatha King (Chemist); Shirley Jackson (Theoretical Physicist); Lydia Villa-Komaroff (Molecular Biologist); Edna Paisano (Statistician); Constance Noguchi (Physical Biochemist); and Judith Resnik (Electrical Engineer). A 16-item list of additional resources pertaining to women in science concludes the book. (JAG)

ED 394 889 SO 026 291

Eisenberg, Bonnie; Ruthsdotter, Mary
Courageous Voices: Curriculum Unit on Women and Language Arts.
PUB DATE- 89
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biographies; Curriculum Guides; Drama; *Females; History; Interdisciplinary Approach; *Language Arts; *Literature; *Multicultural Education; *United States History; *Womens Studies

This unit introduces students to activities and professions that require a mastery of language, written or spoken, and provides brief biographies of women who have made significant contributions in each of 12 different language arts areas. Areas addressed include: (1) Political Orators; (2) Journalists; (3) Letter Writers/Diarists; (4) Excerpts from Pioneer Women; (5) Songwriters/ Vocalists; (6) Playwrights/Scriptwriters; (7) Poets; (8) Nonfiction Writers; (9) Fiction Writers; (10) Writers of Children's Literature; (11) Technical Writers; and (12) Radio and Television. Suggestions for classroom use are included. (EH)

ED 394 890 SO 026 355

Rosenberg, Jan
A History Lesson in Folklore in Education: Dorothy Howard.
PUB DATE- 96
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)

ED 394 446 HE 029 141

Graduate Education and Postdoctoral Training in the Mathematical and Physical Sciences Workshop. Summary Report (June 5-6, 1996).
PUB DATE- 96
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Equal Education; Graduate Students; *Graduate Study; Higher Education; *Mathematics Curriculum; *Mathematics Education; *Physical Sciences; *Science Curriculum; *Science Education

This report presents the findings and recommendations of a workshop regarding the effect of international economic and technological changes on graduate student training in the physical sciences and mathematics. Concerns identified about current graduate training include the declining availability of public resources to support training, the narrowness of the skills and knowledge acquired by new doctoral graduates, the increasing emphasis on the research component of graduate experience, and the low level of diversity among graduate students. Recommendations for programs and procedural change regarding these findings are presented. (JPB)

ED 394 447 HE 029 142

Schlachter, Gail Ann; Weber, R. David
High School Senior's Guide to Merit and Other No-Need Funding. First Edition.
PUB DATE- 96
NOTE- 338p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *College Bound Students; Financial Support; Higher Education; High Schools; *Merit Scholarships; *No Need Scholarships; Paying for College; *Student Financial Aid; Student Loan Programs; Undergraduate Study

This directory lists more than 1,000 merit and other no-need funding and scholarship programs open to high school students and recent graduates for their undergraduate education in the United States. The programs are classified according to course of study in the sciences, social sciences, humanities, or any subject area. Programs reward outstanding speeches, essays, organizational involvement, and other activities in the chosen field. A typical entry includes information on: program title, sponsoring organization, purpose, eligibility, financial data, duration, special features, limitations, number of awards, and deadline for application. A list of state sources of information on educational benefits is provided, including state financial aid and guaranteed student loan programs. Indexes are provided by program title, sponsoring organization, residency requirements, tenability, subject, and calendar (application deadlines). (JPB)

ED 394 448 HE 029 143

Schlachter, Gail Ann; Weber, R. David
College Student's Guide to Merit and Other No-Need Funding. First Edition.
PUB DATE- 96
NOTE- 364p.

faculty member had in the development of the statement was positively associated with the extent to which the faculty member thought that the process was appropriate. Overall, faculty participation in the developmental process was found to be an important contributor to its motivating capacity and acceptance. (Contains 12 references.) (NAV)

ED 394 466 HE 029 162

McDonough, Patricia M.; Antonio, Anthony Lising
Ethnic and Racial Differences in Selectivity of College Choice.
PUB DATE- Apr 96
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Asian Americans; *Black Students; *College Choice; Ethnicity; Higher Education; Hispanic Americans; *Minority Group Influences; Racial Factors; *Social Influences; Socioeconomic Status; White Students
IDENTIFIERS- Cooperative Institutional Research Program

This report examines how students choose colleges and how the college choices of students differ by race and ethnicity across four subgroups of students: African American, Asian American, Chicano, and Caucasian. It is proposed that students conceptualize their college choices differently based on how they perceive their anticipated college experiences and the conversion capacity of their college degree for further educational and occupational attainment. Data were obtained from the Cooperative Institution Research Program's 1994 Freshman Survey. Data pulled from the survey were measures of capital endowment, past capital accumulation, college choice, and anticipated capital reinvestment and conversion variables. Results indicate common patterns of capital accumulation, conversion, and investment across the groups. Attending a more selective college was associated with submitting more college applications, while reasons that emphasize the utilitarian, instrumental value of a college education were associated with less selective college attendance. In athletic department recruitment, it was found that being recruited by the school's athletic department conveyed a specific piece of cultural knowledge. Influences on the selection of college for students of color deviated from white students in specific ways, such as the impact of parental educational or financial attainment and choice of college major and later profession. Findings also imply that the student teacher relationship is important for students of color and that the nature of this relationship is related to more selective college choices. (Contains 65 references.) (NAV)

ED 394 467 HE 029 163

Sax, Linda J.; Arredondo, Marisol
Student Attitudes toward Affirmative Action in Higher Education: Findings from a National Study.
PUB DATE- Apr 96
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

This report details the second stage of a study of the perceived relative importance of research and undergraduate teaching at American colleges and universities. Phase II of the study was conducted from 1992 to 1994; this phase extended the survey from 49 research and doctoral institutions to 187 four-year institutions. Two key items reported in this phase are (1) where the subjects perceive their institution is going and (2) where they think it should go in regard to teaching and research. Comparisons of Phase I and Phase II data from research and doctoral institutions indicate a shift from a strong research emphasis to a balance between research and undergraduate teaching. Phase II responses from research and doctoral institutions suggest support for the shift toward a balance between research and undergraduate teaching perceived by respondents. This study's respondents reported that their institution is shifting from a moderate research emphasis to a strong teaching emphasis; the direction respondents reported their institution should go shifted from a balanced emphasis to a strong teaching emphasis. Comparisons of Phase I and Phase II responses from those in various academic areas indicated a significant difference in perceptions: Phase II respondents perceived less emphasis on research at their institutions than did those in Phase I. (PW)

ED 394 486 HE 029 183

Bennet, Sadie; And Others
Evaluation of the Federal Direct Loan Program. Survey of Institutions Participating in the Federal Family Education Loan Program. Volume One. Summary Report. Volume Two. Technical Appendices. Academic Year 1994-1995.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE- 96
NOTE- 392p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Administration; *Federal Programs; *Higher Education; *Student Loan Programs
IDENTIFIERS- Department of Education; *Direct Lending

This report presents findings based on 2,303 responses to a survey of 2,723 institutions participating in the Federal Family Education Loan (FFEL) Program. The survey was conducted to establish a baseline comparison group for analyses of differences in aspects of loan program administration between the Direct Loan (DL) and FFEL programs, including overall quality and ease of loan program administration; satisfaction with communications and support from the Department of Education; and satisfaction with service providers. Volume One of the report summarizes the findings of the survey. Results indicate that first-year DL schools indicated greater satisfaction with their program and found it easier to administer than FFEL schools. Satisfaction with the FFEL program varied by whether the school was participating in the DL program. A copy of the survey is included. Volume Two, Technical Appendices, includes a guide to interpreting survey responses, the weighted data tables, a description of the survey methodology, and item-by-item response rates. (JPB)

ED 394 487 HE 029 184

Evaluation of the Federal Direct Loan Program. Case Study Summary Report. Year Two.

(California). It provides live, interactive instructional telecasts for students in grades two through six and their teachers and parents across the United States and in Canada. This evaluation summary consists of an overview of the evaluation design and products of the evaluation. Thirty-seven schools which used TEAMS were selected as Planning and Evaluation (PEP) sites from regions across the country. Information and data were collected through survey instruments and PEP site visits. A TEAMS Student Progress Form was sent to every TEAMS teacher as part of the survey. TEAMS focuses on a Three-Tier Distance Learning Staff Development Model for teachers that includes theoretical training, implementation training, and simultaneous teacher training and student instruction. There are seven Levels of Use identified in the Concerns Based Adoption Model, and staff who are adopting an innovation will move up these levels. Teachers reported that they viewed the TEAMS television teacher as a role model and demonstrator of new teaching methods and as a result, they were able to move easily through the levels of adoption. Based on the results of the 1992-96 TEAMS evaluation, an Implementation Model for TEAMS was validated. Teachers, students, principals, and site coordinators reported that they liked TEAMS programming and that it was increasing time allocated to and teaching/learning skills in mathematics and science. Nine tables present results of student progress attributed to TEAMS, changes in the Distance Learning Professional Development Model, and factors that facilitated or impeded the use of TEAMS. (AEF)

ED 394 506 IR 017 807

Lane, Carla; Cassidy, Sheila
Star Schools Projects: Distance Learning Model Practices.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 96
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Distance Education; *Educational Development; Educational Technology; Instructional Innovation; Models; Nontraditional Education; Professional Development; Student Improvement; Teacher Education; *Teaching Methods
IDENTIFIERS- *Star Schools

This document describes model practices of the Star Schools Program, whose purpose is to provide quality, cost-effective instruction and training through distance education technologies. Benefits which have resulted from the Star Schools Projects for local staff, teachers, and parents are identified. The TEAMS Project focuses on a Three-Tier Distance Learning Staff Development Model; it provides simultaneous teacher training and student instruction. Promising practices for first- through fourth-year teachers which have resulted from the TEAMS Project are described. A table shows a comparison of the existing professional development model and the new TEAMS distance learning professional development model. The TEAMS evaluation method for determining student improvement is also described. Model practices of the Star School Projects are then discussed. These include providing distance learning information and technical assistance; access through cable and public television agencies; access to otherwise unavailable

Corporation; and Primosphere Limited Partnership. In response to debates on fiscal soundness of the proposals, the FCC has leaned toward DBS-R proponents, citing the economic obstacles that their proposals face, while also maintaining that the burden of proof is on those who would obstruct the new technology. To protect terrestrial broadcasters, the National Association of Broadcasters (NAB) has presented items for the FCC to consider regarding Docket 90-357: DBS-R should only be offered as a non-commercial, subscription-based service; DBS-R radio should not be given any head start in authorization over terrestrial Digital Audio Broadcasting; there should be no ground-based components for terrestrial repeating allowed; the application window for prospective DBS-R licenses should be reopened so more than the current four applicants can be considered; and DBS-R service providers should be held accountable to the same standards and public service requirements to which U.S. broadcasters have been traditionally subject. Geographic issues include the probability of signal loss the further a listener is from the equator and international spectrum differences. The most prudent approach for public radio in reaction to possible future DBS-R services should be both defensive and offensive. (AEF)

ED 394 524 IR 017 826

LeRoy, Judith; LeRoy, David
Affinity: Implications for Scheduling and Pledge. Info. Packets No. 25.
PUB DATE- Oct 95
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Audience Analysis; Data Collection; *Evaluation Methods; Fundraising; Programming (Broadcast); *Public Television; *Television Research; *Television Viewing
IDENTIFIERS- *Affinity Seeking Strategies; *Pattern Analysis

In a study on public television viewing, data taken from KQED San Francisco (California) revealed that the pattern of "cume build-up" and viewing to program genres was absolutely similar in non-pledge and pledge months. The percentage of audience that watched 7 or more other pledge programs was well over 50% for many of the shows. These new findings should change the way public television approaches its audience in fundraising efforts. Research indicated that certain dissimilar programs contained something that appealed to the same individuals. The more that is known about programs that share that appeal--programs that have affinity--the more opportunity there is to: "(1) manipulate the schedule in ways which increase audience flow; (2) cross-promote programs that people are likely to watch; (3) develop effective, on-target pitches and strategies for pledge drives; and (4) demonstrate increased daypart frequency for underwriting sales." With access to home-by-home viewing data, viewing patterns can now be exposed that show affinity relationships between programs and program genres. Understanding affinity will allow for more precise scheduling of public television programs than was possible with audience flow studies and scheduling programs by demographic appeal. Research also indicates that certain regions of the country vary in preference for certain types of public television programming. A sidebar provides a fictional illustration of the importance of affinity studies. (Author/AEF)

ED 394 525 IR 017 828

roles and responsibilities of chairs, deans, and other organizational leaders at community colleges and describing strategies for improving college leadership. Following background material on the National Community College Chair Academy, the following three keynote speeches are presented: "Values, Vision, Voice, Virtue: The 4 'V' Model for Ethical Leadership Development," by William Grace, Larry Ebbers, and Dayle Kell; "Inferential Leadership: Lessons from Native American Storytelling," by Eric Jolly; and "Transformational Leaders: Meeting the Challenges of a Changing Society," by Jacquelyn M. Belcher. Next, 74 papers presented in concurrent sessions are provided. Topics covered in the papers include strategies for increasing funding for departments, chairing multi-disciplinary departments, resource management in technology-based classrooms, delegation as a team-building strategy, designing a virtual classroom using laptop computers, a model for managing organizational change, gender issues related to team-building and leadership, conflict resolution strategies, internationalizing departments and colleges through staff exchanges, balancing liberal arts and vocational education, principles for effective distance learning programs, a professional development program for adjunct faculty, strategies for balancing the teaching and managing roles of department chairs, and the roles of chairs and deans in student assessment. A list of conference participants by state is attached. Contains 116 references. (BCY)

ED 394 542 JC 960 277

Grace, William
Values, Vision, Voice, Virtue: The 4 "V" Model for Ethical Leadership Development.
PUB DATE- Feb 96
NOTE- 12p.; In: The Olympics of Leadership: Overcoming Obstacles, Balancing Skills, Taking Risks. Proceedings of the Annual International Conference of the National Community College Chair Academy (5th, Phoenix, AZ, February 14-17, 1996); see JC 960 276.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Skills; Community Action; Community Colleges; *Educational Needs; Individual Development; *Leadership Qualities; Leadership Responsibility; *Leadership Training; Models; Service Learning; *Social Responsibility; *Student Leadership; Two Year Colleges

Ethical leadership training must be a part of the education of today's students, the leaders of the future. Students should be trained in group processing and facilitating skills, oral and written communication, conflict management, shared decision making, and team management. These future leaders should also be able to understand the symbols and ceremonies of different cultures and be able to realize the importance of context, identify and promote values, utilize motivational techniques, and articulate a vision. The 4 V Leadership Model incorporates all these crucial elements in leadership development. They are: values, vision, voice, and virtue. To help students develop a value system, the model includes ego development, self awareness training, moral development, social perspective taking, and service learning. The program imparts a sense of vision through campus and community leadership experiences. The ability to communicate and accomplish goals, or the "voice"

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Computer Assisted Instruction; Computer Uses in Education; *Courseware; Educational Innovation; *Educational Media; English Curriculum; *English Instruction; Hypermedia; Learner Controlled Instruction; *Programmed Instructional Materials; Two Year Colleges
IDENTIFIERS- *Laptop Computers; Mesa Community College AZ

Laptop computers offer a unique way to package a course so that students will learn academic communication skills using the latest technological tools. Laptops can be programmed to be compatible with a school's computer system, eliminating many potential problems students might face in adapting their home computers. Additionally, a level playing field is created because all students use the same tools and all students enjoy increased access to instructors through electronic mail. To best exploit these benefits, Mesa Community College, in Arizona, created an experimental English course stored on the hard drives of laptop computers, including the course syllabus, assignments, lectures, and exercises. The laptops also featured directions for such tasks as running the software, connecting to the Internet, and faxing assignments. Assignments are to be written using Microsoft Word, and they will include "hyper links" within the document that link lectures and exercises to the lesson. Assignments, lectures, and instructions are all kept in different directories, and instructors can write additional course elements linked to the curriculum by hyper links. Because the course work is available in software format, it is easy to change courses on the laptop without disturbing the general configuration of the software. (MAB)

ED 394 560 JC 960 295

Nedry, Patrick
Don't Go to a Restaurant To Get a Taste of Tech! Come to the Community College.
PUB DATE- Feb 96
NOTE- 8p.; In: The Olympics of Leadership: Overcoming Obstacles, Balancing Skills, Taking Risks. Proceedings of the Annual International Conference of the National Community College Chair Academy (5th, Phoenix, AZ, February 14-17, 1996); see JC 960 276.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; Community Programs; *Declining Enrollment; Enrollment; Faculty College Relationship; *Outreach Programs; *Student Recruitment; *Technology Education; Two Year Colleges
IDENTIFIERS- *Monroe County Community College MI

In the fall of 1994, the Industrial Technology Division at Michigan's Monroe Community College experienced its first decline in enrollment in 29 years. In response, the division chair and faculty developing a plan to increase enrollment by targeting the following populations: (1) employed adults who would like to upgrade their skills; (2) pre-engineering students who might need to fall back on technology careers; and (3) high school students. With the assistance of other faculty, staff, and administrators, an event called "A Taste of Tech" was held for 112 participants. Following a food theme, the occur through the following three conditions: (1) person for person, the most common condition which exists when a person from another college or location is required; (2) replacement dollars, a condition in which a college requires a specified amount of dollars to be given to the exchange's college of origin; and (3) occasions where no conditions are associated with the release of an exchange applicant and in which the exchange applicant's college continues to pay their salary and benefits. Appendixes include lists of 1995-96 CCEP and National Faculty Exchange member colleges and a CCEP membership form. (TGI)

ED 394 577 JC 960 312

Elford, Elsie; Hemstreet, Brad
Intrapreneurship--A New Way of Doing Business: Maintaining Academic Integrity in the Face of the Political Imperative To Make Money.
PUB DATE- Feb 96
NOTE- 10p.; In: The Olympics of Leadership: Overcoming Obstacles, Balancing Skills, Taking Risks. Proceedings of the Annual International Conference of the National Community College Chair Academy (5th, Phoenix, AZ, February 14-17, 1996); see JC 960 276.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; *College Planning; Community Colleges; Educational Finance; *Entrepreneurship; *Institutional Advancement; *Marketing; Organizational Development; Program Implementation; Two Year Colleges
IDENTIFIERS- *Intrapreneurship

In the context of educational institutions, intrapreneurs are proactive and innovative educational leaders who work as entrepreneurs inside the institution. In order to successfully carry out intrapreneurial activities, community colleges must have a structural and administrative framework that supports a market orientation and a reduced dependence on government funding. In addition, intrapreneurship will require more training of academic leaders in personnel administration, finance and budgeting, organizational analysis, and office management and public relations. In Alberta, Canada, current trends forming a driving force behind the move to intrapreneurial higher education include a decrease in the traditional sources for funding, new government goals and objectives to increase accountability, and numerous model institutional initiatives to implement intrapreneurial activities. These initiatives include an intense, 10-day accounting training program at Grant MacEwan Community College and a project to provide reference librarian services to local businesses at Red Deer College. To ensure the success of intrapreneurial-based college goals, academic leaders must address the following problem areas: (1) the bureaucratic structure and functioning of colleges that lead to poorly executed communication and collaboration linkages; (2) internal competition between various divisions of the college; (3) absence of a clear college mission, role, and mandate; (4) limited strategic planning; and (5) absence of a college-wide marketing philosophy. (TGI)

ED 394 578 JC 960 313

network fails, misunderstandings resulting from hastily produced messages, and the possibility of becoming overwhelmed by the volume of messages received electronically. Common sense strategies to reduce the stress associated with technological workplace communications include the following: (1) use new communication tools selectively; (2) understand the pros and cons of the use of technology as a communication tool; (3) remain mindful of the need for the "human touch" in working with people; (4) demonstrate an understanding of human behavior by exhibiting sensitivity and modeling acceptable social behavior in communications; and (5) do not transmit any messages without having thoroughly thought through their value and potential impact. (MAB)

ED 394 594 JC 960 329

Hoffman, Susan; And Others
Teaching and Managing: Conflicting Roles of the Department Chair.
PUB DATE- Feb 96
NOTE- 10p.; In: The Olympics of Leadership: Overcoming Obstacles, Balancing Skills, Taking Risks. Proceedings of the Annual International Conference of the National Community College Chair Academy (5th, Phoenix, AZ, February 14-17, 1996); see JC 960 276.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Effectiveness; *Administrator Responsibility; *Administrator Role; Burnout; *College Administration; Community Colleges; *Department Heads; Faculty College Relationship; Faculty Workload; Job Satisfaction; *Role Conflict; *Stress Variables; Two Year Colleges

Community college department chairs are called upon to be colleagues and peers, managers, and teachers, with duties and responsibilities that are usually far more complex and demanding than any college document can convey. As a result of the demands of the position, department chairs may experience role conflict or strain. Role conflicts are contradictions individuals feel between roles because the expectations of one role are incompatible with the expectations of another. Chairs are expected to participate in the budget development process, course scheduling, faculty and administration representation, student advising, conflict resolution, personnel issues, and public relations. The effects of chair role conflict include personal and health problems, stress, and loss of family time and personal support systems. While there are no guaranteed strategies to resolve role conflict, recommended techniques include the following: (1) develop chair networks for support; (2) survey department faculty for input; (3) perform and share with department faculty serious constructive evaluations; (4) avoid feeling that all decisions must be made "on the spot"; (5) employ effective time management skills; and (6) leave problems at the office. (TGI)

ED 394 595 JC 960 330

McHargue, Mike
The Teaching Resource Center: A Catalyst and Resource for Chairs and Deans in the Quest for Faculty/Staff Development and Excellence.
PUB DATE- Feb 96
NOTE- 9p.; In: The Olympics of Leadership: Overcoming Obstacles,

This report describes graduation rates for the Virginia Community College System (VCCS) in 1994-95 using three different measures: cohort analysis, time to graduation, and a ratio of curriculum students to awards. The first section compares the use of two cohort analyses to determine graduation rates for students who entered in fall 1990. In the first method, the standard method used by the VCCS, career studies certificates are not included in the cohort, while in the second method, based on Student-Right-to-Know (SRK) regulations, career studies certificates are included but certificates earned after 2 years are not. This section indicates that using the "standard" cohort analysis, 18.2% of a cohort of 6,499 fall 1990 students graduated, while according to the SRK method 17.9% of a cohort of 6,594 students graduated. The second section examines completion rates in terms of the number of years and terms 1994-95 graduates took to complete a degree. This section indicates that 25% took 3 years to finish a two-year award, while the average median number of terms taken was 8 and the average median number of years was 4. The third section presents a simpler method of calculating a 1994-95 graduation rate, forming a ratio of the number of awards granted to the number of curriculum-placed students enrolled within the same year. Using this method, 14% of the curriculum-placed students in 1994-95 received awards. (TGI)

ED 394 612 JC 960 349

Robinson, Gail; Barnett, Lynn
Service Learning and Community Colleges: Where We Are. AACC Survey Report.
PUB DATE- May 96
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Citizen Participation; Community Colleges; Community Development; *Community Education; Community Programs; *Community Services; National Surveys; *School Community Programs; *School Community Relationship; School Involvement; *Service Learning; Student Participation; Two Year Colleges
IDENTIFIERS- *American Association of Community Colleges

To determine the level of involvement in service learning among community colleges, the American Association of Community Colleges (AACC) conducted a national survey of over 1,100 colleges in spring 1995. The following institutional and program profile, based on responses from 773 institutions, emerged from the survey: (1) four out of five community colleges indicated that they were interested in service learning; (2) 75% of the respondents considered community service as part of their institutional mission; (3) rural colleges were more likely to have service learning programs than urban institutions; (4) most colleges relied heavily on institutional funds to implement service learning programs; (5) curricular areas varied, but social science and humanities courses were most likely to incorporate service activities; (6) 85% of colleges providing service learning activities offered up to 10 courses with a service option; (7) the most important reason cited by respondents for success with service learning programs was faculty support, followed by administrative support and community support; (8) insufficient funding and the absence of faculty release time were the two most significant impediments to success cited by respondents; and (9) service experiences were evaluated most frequently by examining agency evaluation forms or student activity logs. Contains 13

NOTE- 19p.; Paper presented at the European Conference on the Quality of Early Childhood Education (5th, Paris, France, September 7-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software; Computer Uses in Education; Foreign Countries; Immigrants; *Learning Processes; Lower Class Students; *Preschool Children; Preschool Education; Reading Skills; Speech Synthesizers; Writing Instruction; *Writing Skills
IDENTIFIERS- France (Paris)

This paper discusses the use of computers to modify the learning processes of preschool children. Focusing on children from non-francophone, lower-class, immigrant families in a suburb of Paris, France, the paper discusses the development of specialized computer software to allow children to type the names of animals, objects, and people on the computer keyboard and cause colorful images to appear on the monitor. The program allowed children to construct a short story around the images on the screen. A second phase was the use of voice synthesizers so that the children could hear the letters and words that they typed, as well as listening to the whole story they had written. Findings of this study suggest that it is possible for children using computers to learn to write before they can read, and that with the use of voice synthesizers, computerized writing can contribute to phonological awareness and reading. These results indicate that computers can be an effective educational equalizer for language minority children from lower-class families. (MDM)

ED 394 631 PS 023 899

Draper, Diane
Reflection on Practice: Taking the Time To Think.
PUB DATE- 94
NOTE- 49p.; Master's Field Study Report, San Francisco State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- *Action Research; *Educational Philosophy; Elementary Education; *Elementary School Teachers; Ethnography; Individual Development; *Journal Writing; *Reflective Teaching; Student Centered Curriculum; Teaching Methods

This field study report recounts an action research project undertaken by an elementary school teacher to reflect on her practice as a teacher. After a review of the literature on using reflection for personal and professional growth, the ethnographic methodology employed in the study is discussed. The teacher action-researcher took 117 pages of field notes between September and December 1992 while teaching a class of 31 third- and fourth-graders. Twenty specific field journal entries are reproduced and discussed. The study helped the teacher to develop (1) a personal philosophy, (2) knowledge of the relationship between her personal philosophy and educational philosophy, (3) an understanding of the emergence of a teaching metaphor, and (4) a change in classroom action toward more student-centered activities. (Contains 20 references.) (MDM)

ED 394 632 PS 023 925

OH, November 3-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Discipline; *Discipline Policy; Interaction; Intermediate Grades; Intervention; Junior High Schools; Management Teams; *Middle Schools; *Strategic Planning; *Teacher Attitudes; Teacher Workshops

This study sought to examine strategies of teams of teachers who have established their own discipline plans and compare them to teams of teachers who have not developed discipline plans. It is based on interviews with 28 team leaders from 5 middle schools in northwest Georgia, 9 of whom indicated that they had organized, written discipline plans in use. Data were also collected via surveys of 10 teachers who had participated in a discipline workshop. The results indicated that most teachers using a team-wide discipline plan were using some form of interventionist discipline strategy, and that the teachers who used this strategy thought that it was successful and positive for teachers, students, and parents. Teachers who did not follow a team-wide plan expressed little desire to communicate with each other. Team leaders without team-wide discipline plans indicated that teachers should handle their own discipline problems. Recommendations in regard to discipline strategies and practice include: (1) Administrators need to be made aware of the advantages of teamwide discipline plans; (2) teachers need to communicate with one another their own discipline philosophy and attempt to communicate with and about the students on their team; (3) teachers who are using belittling or destructive means of discipline should be encouraged to change their strategies; and (4) more research needs to be conducted to determine the amount of noninterventionist strategies that are being used to begin to capitalize on the benefits of such plans. (MDM)

ED 394 650 PS 023 997

Nutbrown, Cathy
Threads of Thinking: Young Children Learning and the Role of Early Education.
PUB DATE- 94
NOTE- 171p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Abstract Reasoning; Behavior Patterns; Childrens Literature; Cognitive Development; Cognitive Processes; Cognitive Style; Creative Thinking; *Early Childhood Education; *Experiential Learning; Foreign Countries; Learning Processes; *Parent Role; *Schemata (Cognition); Story Reading; *Young Children
IDENTIFIERS- Piaget (Jean); Representational Thinking

Noting evidence of continuity and progression in young children' thinking, this book explores the promotion of high-quality thinking and action in children ages 3 to 5 years. Some thoughts about children from birth to 3 years and from 5 to 8 years of age are also included as part of the discussion of continuity in teaching and learning. Throughout the book there are examples of children's talk, action, representation, and thinking to illustrate some aspects of their schemas, to demonstrate their capacity as learners, and to suggest ways of developing practice in the education of young children. These

Belsky); (16) "'Homo Interpretans': On the Relevance of Perspectives, Knowledge, and Beliefs in the Ecology of Human Development" (Kurt Luscher); (17) "The Bioecological Model from a Life Course Perspective: Reflections of a Participant Observer (Urie Bronfenbrenner); and (18) "Developmental Ecology through Space and Time: A Future Perspective" (Urie Bronfenbrenner). A bibliography of the published writings of Bronfenbrenner, compiled by Kurt Luscher and Gerri Jones, is appended. (HTH)

ED 394 668 PS 024 065

Leibowitz, Sue L.; Chates, Alan I.
Transition Project: Early Childhood Classrooms.
PUB DATE- Apr 95
NOTE- 29p.; Paper presented at the Annual Conference of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; Community Programs; *Curriculum Development; *Curriculum Evaluation; Day Care Centers; Family Programs; *Low Income Groups; Preschool Children; *Preschool Education; Program Effectiveness; Program Evaluation; Resource Allocation
IDENTIFIERS- *Developmentally Appropriate Programs; *Project Head Start; Worcester Public Schools MA

In 1991, the Worcester (Massachusetts) Public Schools received a grant to provide services to maintain the early benefits attained by Head Start children. One part of the program is advancement of a developmentally appropriate curriculum. A study was undertaken to examine the effects of investing substantial resources in classrooms in four schools in economically impoverished areas. A "tailor-made" developmentally appropriate curriculum was developed, field-tested, and approved in 1993 for the demonstration classrooms. A 2-year comparison of the demonstration and observation (or control) classrooms was then undertaken to assess the differences in creating developmentally appropriate classrooms. A classroom observation instrument that examines developmental practice was used for observation, and data were analyzed resulting in five scales plus a composite scale. Analysis of data showed that, especially for the first year and to a lesser degree the second year, the demonstration classrooms, which received considerable resources, were further advanced in providing a developmentally appropriate environment for children than the comparison classrooms, which did not receive resources. Overall, the study suggests that focused intervention of resources encourages a more developmentally appropriate classroom environment. Contains 11 references. (TM)

ED 394 669 PS 024 068

Dharmadasa, Indranie
Class Size and Student Achievement in Sri Lanka.
PUB DATE- Nov 95
NOTE- 28p.; Paper presented at the Annual Conference of the Mid-South Educational Research Association (Biloxi, MS, November 8-10, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

Objectives; Educational Quality; Elementary Education; *Evaluation Methods; Financial Support; Foreign Countries; *Outcomes of Education; Sex Differences; Student Mobility; Teacher Student Ratio

IDENTIFIERS- England; *Local Education Authorities (United Kingdom); *Resource Development

Focusing mostly on their application for primary schools, this document describes the educational key performance indicators (KPI) employed by the Wendsworth, England, Local Educational Authority (LEA). Indicators are divided into 3 areas, educational context, resource development, and outcomes. Contextual indicators include pupil mobility, home language, and numbers by age group; proportion of pupils entitled to free school meals; and ethnic breakdown of school population. Resource development indicators include overall budget, staffing expenditures, class size, and pupil to teacher ratio. Outcome indicators include pupil attainment measured by reading and mathematics tests, pupil attendance, and pupil exclusions. Additional indicators include equity of resource distribution and gender differences in educational outcomes. Using KPI can help researchers evaluate and compare schools. In addition, the employment of KPI improves accountability by providing governors with a way to ask relevant questions about school management and focuses attention on key educational outcomes of individual pupils. (Contains 11 references.) (JW)

ED 394 687 PS 024 108

Reglin, Gary

Television and Violent Classroom Behaviors: Implications for the Training of Elementary School Teachers.

PUB DATE- 96

NOTE- 13p.; Paper presented at the European Conference on Educational Research (Bath, England, United Kingdom, September 14-17, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- Classroom Environment; Elementary Education; Elementary School Students; *Mass Media Effects; Parent Role; Preservice Teacher Education; *Student Behavior; Surveys; *Teacher Attitudes; Television; *Television Viewing; Urban Education; *Violence

Through a survey of 41 North Carolina educators, this study investigated teachers' perceptions of the effects of violent television programs on elementary school students' classroom behavior. The research was designed to be descriptive; it employed a 13-item questionnaire which could be completed in about 5 minutes. Subjects were 34 female and 7 male teachers; 21 were from urban school districts, and 20 were from rural school districts. Findings included the following: (1) 87.8 percent of the teachers agreed that television violence contributed significantly to students' violent behavior; (2) 90.3 percent believed that male elementary students imitated characters in violent TV roles while in school; (3) 70.8 percent felt that parents could lessen the chances of their children engaging in violent behavior by watching television with their children and indicating that violent acts on television are wrong when they occur; (4) 90.2 percent felt that parental screening of television content would help prevent classroom violence; (5) 36.6 percent were unaware of the violent cartoons children were watching; and (6) only 4.9 percent were using cartoons as teaching tools. (JW)

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Caregiver Child Relationship; Caregiver Role; *Child Caregivers; *Child Rearing; Community Development; *Cultural Maintenance; Day Care; *Early Childhood Education; Family (Sociological Unit); Foreign Countries; Parent Participation; Preschool Education; *Social Support Groups
IDENTIFIERS- *Kenya

Using a micro-ethnographic design employing interview and observational data, a year long collaborative study examined the impacts of economic and social change on child-rearing and community mobilization in Kenya. Subjects were 462 parents, grandparents, older siblings, preschool teachers, community leaders, and other professionals having caregiving relationships with children under 3. The study examined a variety of contexts: traditional/pastoral, rural/agrarian, plantation/tea and coffee estates, and urban. Particular research foci included: (1) ascertaining ways in which traditional support systems and child-rearing practices contribute to the effective care of young children; (2) gathering information on how to strengthen these systems and practices; (3) understanding the process and significance of community participation and parent involvement in early childhood care; and (4) examining the relevance of formal early childhood education to families maintaining traditional lifestyles. Results showed that increasing poverty and the problems associated with poverty have had the largest impacts on child rearing. Particularly in plantation and urban settings, changes in family composition were also significant. In these settings, many parents had limited support systems for care of children under 3. Participative ethnographic study is needed to better ascertain and understand child care needs of families. (Contains 30 references.) (JW)

ED 394 707 PS 024 158

Delgado, Melvin; Rivera, Hilda
Use of Puerto Rican Natural Support Systems as a Bridge between Community and Schools. Report No. 34.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 96
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Agency Cooperation; *Community Cooperation; Community Organizations; Cross Cultural Studies; Family (Sociological Unit); Human Services; Interviews; Minority Group Children; Puerto Rican Culture; Puerto Ricans; *School Community Relationship; *Social Networks; *Social Support Groups
IDENTIFIERS- Boston Public Schools MA

This study examined a sample of 24 Puerto Rican families from two kindergarten and first grade bilingual classes at the Blackstone School in the South End of Boston. The typical family in the sample was headed by a woman aged 32.9, with three preschool and elementary school age children. The typical mother arrived from Puerto Rico in 1974, and has lived in her current community a total of ten years. Her formal education is below a high school diploma and she is receiving some form of public assistance. Four sets of interviews were conducted: the attachment; (3) the emergence of the autonomous self; and (4) the growth of self-regulation. (Contains 427 references.) (JW)

ED 394 726 PS 024 184

Collins, Mark, Ed.; Kimmel, Margaret Mary, Ed.
Mister Rogers' Neighborhood: Children, Television and Fred Rogers.
PUB DATE- 96
NOTE- 262p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120),Books (010)
DESCRIPTORS- Adults; Child Development; Childhood Attitudes; *Childhood Needs; *Childrens Television; Community Characteristics; *Early Childhood Education; Imagination; Interpersonal Competence; Mass Media Effects; Mass Media Role; Music Appreciation; Neighborhoods; Older Adults; Parents; Play; Pretend Play; Programming (Broadcast); Public Television; Puppetry; Self Esteem; *Social Change; *Social Development; Social Influences; Television; Young Children
IDENTIFIERS- Adult Child Relationship; Ma (Yo Yo); *Mister Rogers Neighborhood; *Rogers (Fred)

This collection of essays addresses the enduring influence and importance of Fred Rogers' 40 years of work in children's television. The 14 essays explore his message of tolerance, courtesy, and self respect, and its influence on children and adults as a counterbalance to social pressures increasingly impinging on children today. The essays are: "Foreword: Born Again in Rogers" (Bob Garfield); (1) "Fred Rogers and the Significance of Story" (George Gerbner); (2) "'What is Essential Is Invisible to the Eye'" (Jeanne Marie Laskas); (3) "The Myth, the Man, the Legend" (David Bianculli); (4) "The Reality of Make-Believe" (Nancy E. Curry); (5) "Fred's Shoes: The Meaning of Transitions in 'Mister Rogers' Neighborhood'" (Roderick Townley); (6) Musical Notes: An Interview with Yo-Yo Ma" (Eugenia Zukerman); (7) "With an Open Hand: Puppetry on 'Mister Rogers' Neighborhood'" (Susan Linn); (8) The Theology of 'Mister Rogers' Neighborhood'" (William Guy); (9) "Mister Rogers: Keeper of the Dream" (Paula Lawrence Wehmiller); (10) "Make-Believe, Truth, and Freedom: Television in the Public Interest" (Lynette Friedrich Cofer); (11) "Mister Rogers Speaks to Parents" (Ellen Galinsky); (12) "Other Viewers, Other Rooms" (Mary Rawson); (13) "A Neighborhood with Forest and Trees: Allies, Coalitions, Kids, and Mister Rogers" (Mark Shelton); (14) "A Very Special Neighborhood: A Photo Essay" (Lynn Johnson). With the exception of the photo essay, each article is preceded with an introduction from the editors. "A Nation of Neighborhoods," and an afterword by Marian Wright Edelman, highlights some of the most significant aspects of the changing context in which Fred Rogers has been enriching children's lives. (Contains chapter notes and 292 references.) (HTH)

ED 394 727 PS 024 185

Greenfield, Lawrence A.
Child Victimizers: Violent Offenders and Their Victims.
PUB DATE- Mar 96
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Abuse; Children; Crime; Crime Prevention;

strategies are to: (1) provide knowledge about contemporary Native Americans; (2) prepare units about specific tribes; (3) use books that show contemporary children of all cultures engaged in their usual daily activities; (4) obtain posters that show Native American children in contemporary contexts; (5) use dolls with different skin colors in the dramatic play area; (6) cook ethnic foods; (7) be specific about which tribes use particular items when discussing cultural artifacts; (8) critique a Thanksgiving poster depicting stereotyped pilgrim and Indian figures; and (9) at Thanksgiving, shift the focus away from reenacting the "First Thanksgiving" to items children can be thankful for in their own lives. Besides engaging in these positive practices, teachers can avoid: using over-generalized books and lesson plans; using a "tourist curriculum" that teaches predominantly through celebrations and holidays; presenting sacred activities in trivial ways; and introducing the topic of Native Americans on Columbus Day or at Thanksgiving. (BC)

ED 394 745 PS 024 540

America Goes Back to School: An Initiative of the Partnership for Family Involvement in Education and the U.S. Department of Education. Partners' Activity Kit, 1996-97.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 96
NOTE- 52p.; For a related document, see ED 383 483.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Community Involvement; Community Organizations; *Community Role; *Educational Improvement; Elementary Secondary Education; Family Involvement; Family School Relationship; *Parent Participation; *Partnerships in Education; School Business Relationship; *School Community Relationship; Student Needs

Noting the improvement in schools and education that occurs when parents, educators, and the community get involved, this "partners' activity kit" is intended to raise public awareness about what students in the schools need, and describes ways that anyone in the community can fill a role in improving education. Following an invitation from the U.S. Secretary of Education for community support, the kit lists seven goals identified by the public as important to improving education: (1) making schools safe, disciplined, and drug-free; (2) supporting parent and family involvement; (3) becoming a reading, literate society; (4) reaching for new levels of excellence with high standards and real accountability; (5) making technoloy available so all children will succeed in the 21st century; (6) preparing young people for careers; and (7) making college more accessible. The remainder of the kit provides ideas for getting involved in each of those seven action areas. Included with the activities are real-life examples of how various community groups work to improve learning. Activities for getting involved are categorized for the following groups: families; schools involving families and the community; community and cultural groups, colleges, libraries, the armed forces, and religious organizations; and employers. Innovative activities from America Goes Back to School events are described, and a directory of selected resources are listed. (HTH)

Providing Appropriate Education in Inclusive Settings: A Rural Case Study.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Mar 96
NOTE- 10p.; In: Rural Goals 2000: Building Programs That Work; see RC 020 545.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Disabilities; *Educational Practices; Elementary Secondary Education; *Inclusive Schools; *Individualized Education Programs; Mainstreaming; *Regular and Special Education Relationship; Rural Schools; Special Education Teachers; *Student Behavior; Student Participation; Student Placement; *Teacher Collaboration

This paper provides special educators with effective strategies for successfully implementing full inclusion of disabled students in general education classrooms. The starting point for inclusion is the Individualized Education Plan (IEP), which develops goals and objectives and considers appropriate student placement. Frequently, IEP objectives are not particularly meaningful or useful to the type of activities that occur in the general education classroom. A preferred alternative is activity-based objectives that are set within the context of typically-occurring classroom routines. Objectives should include interactions with nondisabled peers and incorporate skills that are functional and meaningful for the student. Development of an individualized and inclusive program depends on a collaborative team made up of the general education teacher, the special education teacher, the instructional aide, parents, and other professionals or paraprofessionals who provide services to the student. Unlike the IEP team, which may meet only once a year, this team communicates frequently to develop, implement, and adjust the educational program for disabled students. Other strategies for successful inclusion include staff training and the completion of an inclusion matrix that identifies the adaptations and supports needed for special education students in the general education classroom. A case study focuses on Mitchell, a student with Down's Syndrome in a rural third/fourth-grade classroom. In the beginning it was observed that Mitchell was not an integral member of the class. For the most part, he worked with an instructional aide who was assigned specifically to him, on papers developed by the special education teacher. He rarely interacted with the general education teacher or with other students. An inclusion matrix for Mitchell illustrates modifications and adaptations that were made to meet IEP objectives. As a result of these practices, Mitchell's classroom behavior improved, he engaged in meaningful activities similar to those of other students, and he became a real and valued member of his class. (LP)

ED 394 762 RC 020 561

Rule, Sarah; And Others
Building a Distance Education Program through Collaboration and Combined Technologies.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Mar 96
NOTE- 7p.; In: Rural Goals 2000: Building Programs That Work; see RC 020 545.
LANGUAGE- English

keeping children with their families and in their community schools. The goals of the consortium include developing cost-effective service delivery models for disabled students, assisting member counties in implementing these models, recruiting specialized personnel, providing staff development, providing services to students in the least restrictive environment, and monitoring and evaluating the appropriateness and cost-effectiveness of the consortium. The functions and organization of the consortium's advisory board are described, as are the fiscal system and personnel program. With the move to an inclusive approach to special education, the consortium's service delivery model has evolved from regionally-based classrooms to an itinerant model that allows disabled students to attend their neighborhood schools with nondisabled peers and have specialized services brought to them. Services include occupational and physical therapy, audiology, vision, hearing, and clinical psychology. (TD)

ED 394 778   RC 020 577

Anagal, Judy; And Others
Interactive Instructional Television: Education for Rural Areas.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Mar 96
NOTE- 7p.; In: Rural Goals 2000: Building Programs That Work; see RC 020 545.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indian Education; Course Evaluation; *Distance Education; Higher Education; *Interactive Television; Partnerships in Education; *Rural Education; Special Education; *Student Attitudes; Student Surveys; *Teacher Education; *Telecourses
IDENTIFIERS- Native Americans; *Northern Arizona University

The Rural Special Education Project is a federally funded partnership between Kayenta Unified School District and Northern Arizona University's (NAU) Center for Excellence in Education that aims to prepare well qualified special education teachers to work in rural and reservation schools. The participants are Native American residents working towards certification in special education and NAU students who move to Kayenta for two semesters. Two interactive instructional television (IITV) courses are typically given during the two-semester program. The courses are delivered over a network that links NAU with 10 community colleges and 5 rural school districts in Arizona. Operating on microwave technology, the IITV system is fully interactive and includes two-way video and audio, open microphones, and an on-site operator. Each student has a microphone, and a fax machine is used to send materials between sites. A survey of students indicated that advantages of the IITV courses were video back-up, quality education in a rural area, small informal classes, ability to live and work in their home community while earning college credits, ability to see the professor during class, and ability to fax out and receive information during class. Disadvantages were lack of resources available for classwork, impersonality of classes, inability to interact directly with the professors, expectations not always clearly defined, less guidance for students than in an on-campus class, and information not always received at appropriate time from campus. (TD)

NOTE- 118p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Astronomy; Biology; Chemistry; Demonstrations (Science); Earth Science; Elementary Secondary Education; Physics; *Science Activities; *Science Instruction

This book is a collection of 201 science experiments designed to be fun and to show that science is not just a list of facts, but a way of solving problems and discovering why things happen the way they do. The activities cover five different fields of science: astronomy, biology, chemistry, earth science, and physics. Each experiment contains the purpose, materials, procedure, results, and an explanation of why the results were achieved. (MKR)

ED 394 799 SE 058 167

Rudy, Lisa Jo, Ed.
The Ben Franklin Book of Easy and Incredible Experiments, Activities, Projects, and Science Fun.
PUB DATE- 95
NOTE- 131p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Acoustics; Electricity; Elementary Secondary Education; Light; Meteorology; Music; Optics; Printing; *Science Activities; *Science Instruction; *Scientific Concepts; Vision; Weather
IDENTIFIERS- *Franklin (Benjamin)

Benjamin Franklin was the first great American scientist. This book contains activities which are organized into six subjects that Benjamin Franklin investigated: observation and experimentation, meteorology, electricity, sound and music, paper and printing, and lenses and vision. At the end of each chapter is a list of resources and ideas. The book includes a timeline of the life of Benjamin Franklin. (MKR)

ED 394 800 SE 058 168

Levine, Shar; Johnstone, Leslie
Everyday Science: Fun and Easy Projects for Making Practical Things.
PUB DATE- 95
NOTE- 101p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Chemistry; Earth Science; Electricity; Elementary Education; Heat; Light; Magnets; Optics; Science Activities; *Science Experiments; Science Instruction; *Scientific Methodology

This book contains 25 experiments designed to help students understand some of the science used every day. Each experiment includes a list of materials, a series of easy-to-follow steps, an explanation of the scientific principle demonstrated, and additional scientific facts and information. No special or expensive materials are required. Experiments are organized

Education; Knowledge Base for Teaching; *Mathematics Teachers; *Multimedia Instruction; *Science Teachers; Teacher Education
IDENTIFIERS- Conceptual Change; Pedagogical Content Knowledge

Classroom with a View (CView) is an interactive multimedia environment designed to provide students with opportunities to observe, discuss, and analyze classroom practice in a mediated environment in which students work in pairs exploring a database of videotaped mathematics and science lessons. CView was designed using a description of the teacher's role in a constructivist mathematics class, cognitive flexibility theory, metacognitive theory, constructivist learning theory, and conceptual change theory. This environment was studied over a ten week period in four methods classrooms. Students indicated that three of the four conditions precipitating conceptual change--intelligibility, plausibility, and fruitfulness--were met by working in the environment. CView was found to support student learning in ways parallel to the support a constructivist oriented teacher would offer children. Results indicated that the integrated content, structure, and tools in the environment promoted students' understandings of teaching and learning. Contains 30 references. (Author)

ED 394 824 SE 058 294

Crawford, Ann R.; And Others
Algebra for Everyone: A Statewide Project for Implementing the NCTM Standards in Algebra I.
PUB DATE- Apr 93
NOTE- 25p.; Paper presented at the Annual Meeting of the National Council of Teachers of Mathematics (Seattle, WA, April, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Algebra; *Beliefs; *Educational Change; High Schools; Inservice Teacher Education; *Mathematics Curriculum; *Mathematics Teachers; Pretests Posttests; *Secondary School Teachers; Teaching Methods
IDENTIFIERS- Reform Efforts

This study reports evaluation data from a statewide inservice project to retrain mathematics teachers to implement a new algebra curriculum required by all students for high school graduation. The new course places more emphasis on problem solving, use of graphing calculators, and real-life applications. Pretest and posttest data were collected from (n=477) teachers attending seven-day inservice programs at 16 sites across North Carolina. Results indicated a positive shift in teachers': (1) knowledge of the new curriculum; (2) support for algebra as a course for all students; (3) opinions toward using more relevant topics in algebra; and (4) opinions that students would be able to succeed with new topics. In addition, teachers felt more prepared to teach the new ideas and use new methods. Implications for developing similar projects to implement curriculum reform are discussed. (Author/MKR)

ED 394 825 SE 058 295

Hektner, Joel M.
Sex-Stereotyping of Mathematics and English at Three Developmental Periods: Students' Attitudes Toward Peers.
PUB DATE- Oct 95
NOTE- 37p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October, 1995).

disproportionately greater errors on those items describing organisms with which they more closely identified. Results show that approximately 20% of students' responses were correct on one of two parallel test items demonstrating a substantial number of students responding in a discrepant manner. The students were presented with lists of organisms and asked to rank their relative regard for the organisms. The preference rankings were cross-tabulated with scores on the test items; however, the preference rankings failed to explain the discrepancies in students' responses. The data do not support the existence of a Disney effect. One version of the test is included in an appendix. Contains 15 references (Author/JRH)

ED 394 845 SE 058 357

Advanced Technological Education Program: 1995 Awards and Activities.
PUB DATE- 96
NOTE- 91p.; For 1994 version, see ED 380 288.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Awards; Higher Education; Science Course Improvement Projects; Science Curriculum; *Technology Education

The Advanced Technological Education (ATE) program promotes exemplary improvement in advanced technological education at the national and regional level through support of curriculum development and program improvement at the undergraduate and secondary school levels, especially for technicians being educated for the high performance workplace of advanced technologies. This book contains abstracts of awards for fiscal year 1995. The awards cover a wide range of advanced technological education fields including biotechnology, environmental technology, computer and information systems technology, chemical technology, manufacturing technology, electronics, geographic information systems technology, telecommunications, instrumentation and calibration technologies, and laser technology as well as mathematics, physics, biology, chemistry, and other core courses which serve such programs. Three indexes contain a listing of awards by state, a partial listing of World Wide Web Pages for FY 1995 Standard and Continuing ATE awards, and a list of principal investigators. (JRH)

ED 394 846 SE 058 358

Richter, Jessica; Fraknoi, Andrew
Project ASTRO: How-To Manual for Teachers and Astronomers.
SPONS. AGENCY- National Aeronautics and Space Administration, Washington, D.C.; National Science Foundation, Arlington, VA. Directorate for Education and Human Resources.
PUB DATE- 96
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Astronomy; *Cooperation; Elementary Secondary Education; *Partnerships in Education; Science Programs

Project ASTRO is an innovative program to support science education by linking teachers and students in grades 4-9 with integrating ethics instruction into curricular areas. (LH)

ED 394 867 SO 025 620

Foster, Carol A.
Development of a Policies, Procedures, and Reference Manual for Visual Arts Teachers.
PUB DATE- 95
NOTE- 124p.; Master's Practicum, Nova University. Some sections printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrative Policy; Area Studies; *Art Education; *Educational Policy; Elementary Secondary Education; Group Dynamics; *School Policy; Teaching Guides; Visual Arts
IDENTIFIERS- *Florida

This report chronicles the development of a written compendium of commonly used policies, procedures, and references for use by the visual arts teachers of a fine and performing arts department in a large county-wide school district. The compendium was researched, written, and correlated with shared vision, mission, and purpose statements that evolved through consensus of the target group. The discrepancy addressed by this project was identified through a needs assessment survey of the target group shortly after the writer assumed the role of coordinator of the newly restructured department. The creation of these products increased the efficiency of the department office by diminishing telephone calls over routine matters, and increased teacher empowerment and effectiveness by providing the target group with previously inaccessible information. Furthermore, by employing participative input and target group consensus, significant ownership and bonding took place. The success of this project was measured by a comparison of pre- and post-implementation survey results, a comparison of pre- and post-implementation telephone logs, and the production of completed vision, mission, and purpose statements that are included in the appendices. The manual is attached. (DQE)

ED 394 868 SO 025 621

Welch, Nancy; And Others
Schools, Communities, and the Arts: A Research Compendium.
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.
PUB DATE- 95
NOTE- 176p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Art Education; Cognitive Ability; Community Support; Creative Writing; *Dance Education; Elementary Secondary Education; Folk Culture; High Risk Students; *Language Arts; Multicultural Education; *Music Education; Qualitative Research; School Community Programs; Special Needs Students; Statistical Analysis; *Theater Arts; *Visual Arts

This volume presents a comprehensive review of current research on the implementation of quality arts programs in U.S. schools, and an indicator of areas that need to be explored, with emphasis on community priorities and initiatives. The 49 quantitative and qualitative reports, articles, and dissertations are divided into five sections: (1) six are evaluation studies of "broad-based" arts programs implemented at many grade levels and in a variety of settings, which

DESCRIPTORS- *Creative Writing; Elementary Secondary Education; *Folk Culture; *Language Arts; *Methods; Multicultural Education; Social Studies; Teacher Education

This essay relates the way educator Dorothy Howard intuitively used intercultural education techniques to motivate students. Howard encouraged students to relate home experiences and family traditions when fulfilling writing assignments. She also used the rhymes, rhythms, and metaphors of playground games to study poetry, grammar, composition, and other literature, finding students more receptive to learning through this methodology. The essay presents Howard's experiences as an unwitting exemplar of a progressive teacher with an understanding of education and folklore as processes for learning. (DQE)

ED 394 891 SO 026 489

Hastings, Kathryn Kusche
The Fourth R: A Visual Arts Curriculum Handbook.
PUB DATE- 86
NOTE- 247p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Activities; *Art Education; Elementary Education; Interdisciplinary Approach; Language Arts; Mathematics Education; Science Education; Social Studies; *Visual Arts
IDENTIFIERS- *Art Elements

This handbook contains ideas for basic visual arts production in grades K through 6, and gives suggestions for using the ideas in art and interdisciplinary lessons. The book is organized into 5 sections. The Introduction provides a Table of Activities that serves as a reference to the art elements addressed by specific activities. Section 2, "Art Ideas," includes activities in "Drawing"; "Color"; "Painting"; and "Paper." Suggestions are given for linking these activities with interdisciplinary subjects. Many activities given in Section 2 are coded to link with subjects given in Section 3, "Art Integrated Lessons." Lesson plans that integrate art with "Science"; "Health"; "Language Arts"; "Social Studies"; and "Mathematics" are given in the third section. Each idea is also cross-referenced to the student learning objectives presented in Section 4, "Art Management." Student learning objectives are designated by appropriate grade and experience level and by applicable Art Element: Color, Line, Pattern, Shape and Form, Texture, and Value. The last section, "Bibliography," contains an index, reproducible patterns, and worksheets. (MM)

ED 394 892 SO 026 490

Kelso, Ann B., Ed.
African Art: An Essay for Teachers, Curriculum Handbook.
SPONS. AGENCY- Metropolitan Life Foundation.; National Endowment for the Arts, Washington, D.C.
PUB DATE- 93
NOTE- 74p.; Accompanying 18 color slides available from the High Museum of Art.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Directories/Catalogs (132),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Students; Financial Support; Higher Education; *Merit Scholarships; *No Need Scholarships; Paying for College; *Student Financial Aid; Student Loan Programs; Undergraduate Study

This directory lists over 1,200 merit and other no-need funding and scholarship programs open to students in college and students returning to college for their higher education in the United States. The programs are classified according to course of study in the sciences, social sciences, humanities, or any subject area. Programs reward outstanding speeches, essays, organizational involvement, and other activities in the chosen field. A typical entry includes information on: program title, sponsoring organization, purpose, eligibility, financial data, duration, special features, limitations, number of awards, and deadline for application. A list of State sources of information on educational benefits is provided, including state financial aid and guaranteed student loan programs. Indexes are provided by program title, sponsoring organization, residency requirements, tenability, subject, and calendar (application deadlines). (JPB)

ED 394 449 HE 029 144

Osborne, Robert D.
Higher Education in Ireland, North and South. Higher Education Policy Series 33.
PUB DATE- 96
NOTE- 182p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120),Books (010)
DESCRIPTORS- Access to Education; College Admission; College Students; Comparative Analysis; Demography; Educational History; *Educational Policy; Equal Education; Expenditures; Financial Support; *Foreign Countries; *Higher Education; Policy Formation; Political Influences; *Public Policy; Resource Allocation; *Student Characteristics
IDENTIFIERS- Europe; *Ireland; *Northern Ireland; United Kingdom

A discussion of higher education in Northern Ireland and the Republic of Ireland assesses policy and provision of education in the two jurisdictions and places them in their international context. The jurisdictions' demographics, trends in participation, and patterns of expenditure are examined first, in the context of both the United Kingdom and European higher education. The social characteristics of higher education participation and admissions policies are then discussed, and major policy developments and funding since the mid-1960s are explored. The funding and organization of research within higher education are compared for Northern Ireland and the Republic of Ireland. Efforts to promote equal educational opportunity are discussed, with attention to the impact on universities of policies concerning gender and religious equality. A chapter is devoted to the role of higher education during 25 years of conflict in Northern Ireland, and the potential for collaboration between North and South. Two final

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Affirmative Action; Asian Americans; Black Students; College Admission; College Freshmen; Higher Education; Hispanic Americans; Racial Balance; *Selective Admission; *Student Attitudes; White Students
IDENTIFIERS- Cooperative Institutional Research Program

This report examines the affirmative action attitudes of 204,103 college freshmen from 473 colleges and universities nationwide and from four racial/ethnic groups: Whites, African Americans, Asian Americans, and Mexican Americans. The study addresses how and why student support for affirmative action in higher education admissions depends on how the issue is framed and on how college students of different races and ethnicities, backgrounds, and ideologies differ in their attitudes toward affirmative action. Data were obtained from the Cooperative Institutional Research Program's 1995 Freshman Survey. The dependent variable was students' attitudes toward affirmative action in college admissions. Independent variables were gender; self-interest as expressed by socioeconomic status, academic preparation, and college choice; and ideology expressed as political view. No direct measure of prejudice or racism was included in the study. Results indicate that freshmen attitudes toward affirmative action vary depending on student characteristics and opinions such as race/ethnicity, gender, socioeconomic status, academic preparation, political ideology, and beliefs about discrimination. Variations within ethnic/racial groups were also investigated. Findings suggest that students may not clearly understand what affirmative action means or what it is intended to do. (Contains 40 references.) (NAV)

ED 394 468 HE 029 164

Haught, Patricia A.
Impact of Intervention on Disadvantaged First Year Students Who Plan To Major in Health Sciences.
PUB DATE- 11 Apr 96
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Allied Health Occupations Education; College Freshmen; Economically Disadvantaged; Educational Counseling; Educationally Disadvantaged; Higher Education; *High Risk Students; *Intervention; Minority Groups; Premedical Students; *Transitional Programs
IDENTIFIERS- West Virginia

This report describes a program designed to encourage minority and financially, socially, or educationally disadvantaged incoming, freshman students to pursue health profession career goals. Sixteen at-risk students were selected to participate in a summer intervention program in West Virginia; a control group of 16 pre-medicine or pre-dentistry subjects was used for comparison. The intervention program was a four-week residential summer program in which students received a monetary weekly allowance with all meals, room and board, and transportation provided. Subjects were pretested in biology, chemistry, mathematics, reading, writing, and study skills; individualized programs were set up based on testing results. Study halls were mandatory, and each student received social

SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE- 96
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Advising; Case Studies; *College Administration; *Federal Programs; *Higher Education; *Student Loan Programs
IDENTIFIERS- Department of Education; *Direct Lending

This report highlights the findings of case study visits to 15 postsecondary institutions participating, or planning to participate in the William D. Ford Federal Direct Student Loan Program. Schools were asked to describe the implementation and administration processes of the program, to describe the school's workload under the Direct Loan Program compared to the Federal Family Education Loan Program, and to assess the school's satisfaction with the timeliness and quality of the services provided by the Department of Education. Nine of the ten schools administering the Direct Loan Program reported a high level of satisfaction with the program, despite difficulties encountered during implementation. School administrators indicated that all anticipated benefits of the program were realized. Benefits to the school included improved cash flow and increased student satisfaction. Benefits to financial aid offices included decreased problems and loan processing delays and increased time available for counseling due to control over the loan process. Benefits to students included rapid delivery of funds and elimination of lines to cash checks. Recommendations for schools entering the Direct Loan Program are provided in the areas of planning and training, operations and resources, and direct loan administration. Recommendations for the Department of Education are also presented. (JPB)

ED 394 488 HE 029 185

Davis, Cinda-Sue; And Others
The Equity Education. Fostering the Advancement of Women in the Sciences, Mathematics, and Engineering.
PUB DATE- 96
NOTE- 353p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Affirmative Action; Elementary Secondary Education; Engineering; *Engineering Education; *Equal Education; Equal Opportunities (Jobs); Higher Education; Mathematics; *Mathematics Education; *Science Education; Sciences; *Sex Discrimination

This volume includes 10 reports that present findings and recommendations for advancing women in science, mathematics and engineering. Critical issues facing women in these disciplines are addressed, including demographic myths and realities at various educational levels; the educational pipeline for girls and women; involvement in education and careers as they relate to diversity, along lines of race/ethnicity, class, sexual orientation, disability, and age; institutional norms, values and structures; barriers to success at the career stage; effectiveness of current intervention and curriculum strategies; and the relationship between public policies and institutional change. New findings about the barriers facing women at every level of education and employment are examined, courses and resources; access to programs by learners in geographically isolated areas; simultaneous student instruction and teacher training; education of leaders in non-traditional educational settings; meeting the needs of specific groups of learners; and improved preservice and inservice of teachers. A sample of courses offered through the Star Schools Projects in 1995-96 is provided for the following subjects: English language arts; health and life skills; languages; mathematics; science; and technology. (AEF)

ED 394 507 IR 017 808

MacFarland, Thomas W.; Yates, Jan M.
The Use of Internet FAQs (Frequently Asked Questions) and Files as Cost-Effective Supplements to Textbooks and Substitutions for Photocopies.
PUB DATE- Mar 96
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computer Mediated Communication; *Content Analysis; Copyrights; Cost Effectiveness; Curriculum Enrichment; *Electronic Publishing; Electronic Text; *Evaluation Criteria; Graduate Students; Higher Education; *Instructional Innovation; *Internet; Online Systems; Readability; *Student Attitudes; Student Surveys
IDENTIFIERS- Newsgroups; *Question Answering; USENET

Gaining access to current and high-quality curriculum resource materials has become more difficult due to escalation in the prices of textbooks and in rigid interpretations of copyright laws which limit photocopying. Internet Frequently Asked Questions (FAQs) and files may offer a partial solution. Originally developed for the benefit of Usenet newsgroup participants, present FAQs are readily and freely available to the online community and could supplement curriculum in a wide variety of disciplines. This paper sketches the methodology of a study examining the role of FAQs as curriculum resources in a graduate program in Management Information Systems. Students were asked to analyze and evaluate the content of several FAQs, and their comments regarding the files' breadth, readability, currency, and helpfulness are excerpted and summarized. Three tables illustrate the results of the study. Also included is a list of suggested elements and properties of Internet FAQs, including format, style of presentation, and special features. (Contains 16 references.) (BEW)

ED 394 508 IR 017 809

Gotfredson, David; Engstrom, Erika
Teaching with and Learning from the Video Essay.
PUB DATE- Apr 96
NOTE- 12p.; Paper presented at the Annual Meeting of the Broadcast Education Association Convention (Las Vegas, NV, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYFE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audience Response; Broadcast Industry; *Broadcast Journalism; *Educational Technology; Instructional Materials; *News Media; Nonprint Media; *Photojournalism; Student Projects; *Videotape Recordings

Miech, Edward J.; And Others
On CALL: A Review of Computer-Assisted Language Learning in U.S. Colleges and Universities.
PUB DATE- 18 Apr 96
NOTE- 115p.; From the Center for Evaluation of the Program Initiatives for Children.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Case Studies; Comprehension; *Computer Assisted Instruction; Educational Psychology; *Educational Research; *Educational Technology; Feedback; Higher Education; Linguistics; Literature Reviews; *Second Language Learning; Student Attitudes; Student Improvement
IDENTIFIERS- *Computer Assisted Language Learning; Empirical Research

This paper examines 22 empirical computer-assisted language learning (CALL) studies published between 1989 and 1994, and 13 reviews and syntheses published between 1987 and 1992, pertaining to CALL in higher education in the United States. A "three streams" framework helps to place CALL in a larger context and illustrate its several dimensions. Any specific CALL program involves decisions in relation to developments in at least three fields: educational psychology; linguistics; and computer technology. These three fields may be conceptualized as streams, where each stream flows more or less independently of the others, but where the practice of CALL at any given time requires making a passage across all three. An interpretive summary of five major findings from the review of the empirical CALL studies is offered: (1) captioning video segments can dramatically boost student comprehension; (2) CALL can connect students with other people inside and outside of the classroom, promoting natural and spontaneous communication in the target language; (3) the type of CALL feedback provided to students can play a central role in learning; (4) student attitudes toward CALL are not consistently linked to student achievement using CALL; and (5) CALL can substantially improve achievement as compared with traditional instruction. This paper also provides three general conclusions, each accompanied by recommendations for future CALL practice and research. Appendices include the material search procedure; captioning information; supplementary findings from the empirical studies; individual summaries of empirical studies; and individual summaries of CALL and Computer-Assisted Instruction (CAI) reviews. (Contains 43 references.) (Author/AEF)

ED 394 526 IR 055 882

Boe, Ralph J.
The Louisiana Online University Information System and the Louisiana Library Network.
PUB DATE- 28 Feb 96
NOTE- 11p.; Paper presented at the Annual Conference of Computers in Libraries (11th, Arlington, VA, February 26-March 1, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Consortia; Higher Education; Library Administration; Library Automation; *Library Cooperation; *Library Funding; *Library Networks; Online

element, is taught through exercises developing both interpersonal and intergroup communication skills, and utilizes mentoring and role-models to help student development. Finally, the program teaches about virtue, or the commitment to the common good, by providing students with the sense that society needs their input and that this input must be intertwined with an established value system. (MAB)

ED 394 543 JC 960 278

Jolly, Eric
Inferential Leadership: Lessons from Native American Storytelling.
PUB DATE- Feb 96
NOTE- 10p.; In: The Olympics of Leadership: Overcoming Obstacles, Balancing Skills, Taking Risks. Proceedings of the Annual International Conference of the National Community College Chair Academy (5th, Phoenix, AZ, February 14-17, 1996); see JC 960 276.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Leadership Qualities; *Leadership Styles; Leadership Training; *Learning Strategies; Oral Tradition; *Schemata (Cognition); *Story Telling; *Teaching Styles
IDENTIFIERS- Native Americans

Storytelling has existed as a style of leadership in many cultures for countless generations. Storytelling organizes complex patterns of ideas into functional processing models. Stories often by analogy actively restructure the listener's approaches to the issues involved. In this context, a successful story contains all of the essential elements of a listener's concerns and then organizes these elements into a viable and replicable process. Storytelling can generate abstract outlines and relational networks for ideas that also serve as guides for actions and understanding. A successful story may begin a process that leads to a conclusion and growth far beyond the original tale because the storyteller provides a vehicle for the listeners to manipulate in their own way and derive and elaborate their own solutions. The five components of effective storytelling for leadership are: (1) identify the discordant, limited, or conflicted elements of the listeners' schema; (2) develop a story in which the conflicted elements are reorganized into one or more workable systems; (3) present the story as a propositional schema; (4) lead the listener in exploring the propositional schema by discussing elements of the story; and (5) through discussion, lead the listener back to her or his issues and guide the transfer of the client's schematic elements into the newly defined functional schema. (MAB)

ED 394 544 JC 960 279

Belcher, Jacquelyn
Transformational Leaders: Meeting the Challenges of a Changing Society.
PUB DATE- Feb 96
NOTE- 13p.; In: The Olympics of Leadership: Overcoming Obstacles, Balancing Skills, Taking Risks. Proceedings of the Annual International Conference of the National Community College Chair Academy (5th, Phoenix, AZ, February 14-17, 1996); see JC 960 276.
LANGUAGE- English

event included creative items such as a "menu" for the event; meal tickets to track the number of "entrees," or activities, students attended; and "taste treats," or 8- to 12-minute events with hands-on activities in labs. The event served as a vehicle to get Division faculty involved in a unified activity to promote technology programs. Fall 1995 enrollment data indicated that technology enrollments increased by 6.5%, while all other enrollments dropped by 2.98%. Recommendations from evaluations of the event included scheduling the event earlier in the school year so that students can have more time to make career decisions. (TGI)

ED 394 561 JC 960 296

DeFina, Anita
An Effective Alternative to Faculty Evaluation: The Use of the Teaching Portfolio.
PUB DATE- Feb 96
NOTE- 6p.; In: The Olympics of Leadership: Overcoming Obstacles, Balancing Skills, Taking Risks. Proceedings of the Annual International Conference of the National Community College Chair Academy (5th, Phoenix, AZ, February 14-17, 1996); see JC 960 276.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Community Colleges; *Evaluation Criteria; Evaluation Methods; Faculty Development; *Faculty Evaluation; *Portfolio Assessment; Portfolios (Background Materials); *Self Evaluation (Individuals); Two Year Colleges
IDENTIFIERS- *Ulster County Community College NY

All faculty at New York's Ulster County Community College (UCCC) are evaluated on a regular basis using student, peer, and self-evaluations. Since student and peer evaluations can be capricious and self-evaluation methods at the college have no specific guidelines, it is recommended that teaching portfolios be used to provide a credible means of assessment. Teaching portfolios should include a narrative section, describing the instructor's teaching philosophy, responsibilities, and methods; course projects, assignments, and activities; motivational instructional techniques; professional development activities; methods of staying current; and goals and activities for self-improvement. The narrative should also provide evidence of teaching effectiveness, such as samples of student work, student performance indicators, representative course syllabi, new courses developed, student evaluation reports, outlines of presentations given, and achievements and awards. The main advantages of the teaching portfolio are that only annual updating is necessary and it is very reflective of changes, growth, and general improvement that take place over time. Some suggestions for maintaining a portfolio include performing regular updates, using hard evidence, and being succinct. (TGI)

ED 394 562 JC 960 297

McHargue, Mike
Enhancing Academic Leadership through Local & Regional Retreat: Adapting the "Great Teachers" Model for Chairs and Deans.
PUB DATE- Feb 96
NOTE- 9p.; In: The Olympics of Leadership: Overcoming Obstacles, Balancing Skills, Taking Risks. Proceedings of the Annual

Schwandt, Linda
An Investigation of the Organizational Factors that Foster Academic Vitality, Commitment, and Innovation among Two Year College Occupational Faculty.
PUB DATE- Feb 96
NOTE- 8p.; In: The Olympics of Leadership: Overcoming Obstacles, Balancing Skills, Taking Risks. Proceedings of the Annual International Conference of the National Community College Chair Academy (5th, Phoenix, AZ, February 14-17, 1996); see JC 960 276.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; Community Colleges; Curriculum Development; *Faculty College Relationship; *Faculty Development; *Faculty Workload; *Job Satisfaction; *Organizational Climate; Productivity; Professional Development; *Teacher Improvement; Two Year Colleges
IDENTIFIERS- *Wisconsin Technical College System

The need to respond to changing student clientele, new educational technologies, and increasing demands to do more with fewer resources presents serious challenges for two-year college faculty and can negatively effect faculty vitality and commitment. Faculty vitality, however, has been shown to be significantly related to the vitality and well-being of educational institutions, particularly in times of change. Research conducted in the Wisconsin Technical College System (WTCS) found that vitality, commitment, and innovation in two-year college faculty were related to the following four elements: (1) commitment to teaching and learning; (2) initiative in curriculum development; (3) initiative in the professional teaching role; and (4) professional development activities pursued through credit courses, working in the professional field, participating in college and department committees, or taking on non-teaching assignments. Organizational factors determined in the research to enhance faculty job satisfaction and productivity included adequate financial compensation, shared values with the institution and variety in work role, administrative support, and appropriate workload. Moreover, for faculty in the WTCS, these elements tended to be interrelated, with, for example, adequate compensation associated with shared values and appropriate workload. Instructional administrators must be aware of faculty's needs and concerns and their relationship to faculty's generative activities in curriculum and professional development. (TGI)

ED 394 579 JC 960 314

Murray, John; Murray, Judy
Job Dissatisfaction and Turnover among Two Year College Department/Division Chairpersons.
PUB DATE- Feb 96
NOTE- 8p.; In: The Olympics of Leadership: Overcoming Obstacles, Balancing Skills, Taking Risks. Proceedings of the Annual International Conference of the National Community College Chair Academy (5th, Phoenix, AZ, February 14-17, 1996); see JC 960 276.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)

Balancing Skills, Taking Risks. Proceedings of the Annual International Conference of the National Community College Chair Academy (5th, Phoenix, AZ, February 14-17, 1996); see JC 960 276.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Responsibility; *Administrator Role; Community Colleges; Department Heads; Educational Quality; *Faculty Development; *Staff Development; *Teacher Centers; *Teacher Improvement; Two Year Colleges

One of the most important responsibilities of community college academic leaders is to encourage and provide resources for professional development. A Teaching-Learning Center (TLC) can be a crucial resource for achieving that goal. Trends in faculty and student demographics, the expansion of technology, changes in college governance, and declines in institutional effectiveness all underscore the importance of supporting the services and resources of professional development centers for community college faculty and staff. In helping college personnel improve the quality of education and the functioning of the institution, TLC's should provide the following services: (1) orientation for new employees; (2) workshops and other professional development opportunities to improve the instructional skills of faculty; (3) materials to help internationalize the curriculum; (4) support for advancement activities, including clarification of institutional policies and guidance in preparing portfolios; (5) resources related to the formative evaluation activities of faculty; (6) facilitation of partnerships with other educational institutions; and (7) advocating efforts to improve the teaching and learning environment, including issues related to technology acquisition, classroom furnishings, and organizational development. In addition to promoting the use of a TLC, other strategies for enhancing academic leaders' roles in professional development include attending and sending faculty to development conferences and discussing training responsibilities, needs, and resources with other leaders and with faculty and staff. Contains 10 references. (TGI)

ED 394 596 JC 960 331

Watwood, Britt
Using the Baldrige Quality Award for Program Assessment.
PUB DATE- Feb 96
NOTE- 8p.; In: The Olympics of Leadership: Overcoming Obstacles, Balancing Skills, Taking Risks. Proceedings of the Annual International Conference of the National Community College Chair Academy (5th, Phoenix, AZ, February 14-17, 1996); see JC 960 276.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Awards; Community Colleges; *Educational Improvement; *Educational Quality; *Evaluation Criteria; Evaluation Methods; Instructional Effectiveness; *School Effectiveness; *Self Evaluation (Groups); Total Quality Management; Two Year Colleges
IDENTIFIERS- *Malcolm Baldrige National Quality Award
The Malcolm Baldrige National Quality Improvement Act of 1987

references. (Author/TGI)

ED 394 613 JC 960 350

Service Learning: A Community Strategy for HIV Prevention. A Teleconference of the Community College Satellite Network, Program Guide (April 30, 1996).
PUB DATE- 30 Apr 96
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *College Role; *Community Colleges; *Disease Control; Health Education; Health Promotion; *Public Health; Public Service; School Community Programs; School Community Relationship; *Service Learning; Two Year Colleges
IDENTIFIERS- *American Association of Community Colleges

In an effort to help community colleges develop and implement programs that promote community health, the American Association of Community Colleges (AACC) held a teleconference in April 1996 focusing on service learning and HIV/AIDS prevention. This two-part document provides the teleconference program and a transcript of remarks made during the event. The program includes the following materials: (1) a welcome letter from the AACC President; (2) instructions for participating in the teleconference; (3) pre- and post-teleconference assessment forms; (4) an article on the community college's role in promoting health care; (5) 1995 statistics on HIV infection and AIDS cases in the United States and worldwide; (6) a description of service learning and its essential components; (7) a discussion of the AACC's Bridges to Health Communities project; (8) profiles of teleconference participants; (9) a list of Internet resources on HIV/AIDS and service learning; and (10) descriptions of suggested post-teleconference group activities. The second part provides a transcript of the teleconference, including discussions of such topics as the role of community colleges in providing leadership to help halt the spread of AIDS, the behavioral foundations of health, model community college programs aimed at HIV/AIDS prevention, and the role of service learning in such programs. (TGI)

ED 394 614 JC 960 353

Cooke, Brian
Institutional Advancement: Using the Malcolm Baldrige National Quality Award Criteria for Self-Study and Accreditation.
PUB DATE- 27 May 96
NOTE- 12p.; Paper presented at the National Institute for Staff and Organizational Development Conference on Teaching and Leadership Excellence (Austin, TX, May 26-29, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Planning; Community Colleges; Educational Finance; Educational Improvement; *Educational Quality; *Evaluation Criteria; Institutional Advancement; Institutional Evaluation; Organizational Objectives; *Program Implementation; Self Evaluation (Groups); Two Year Colleges
IDENTIFIERS- *Malcolm Baldrige National Quality Award

The criteria used for the Malcolm Baldrige National Quality Award can provide community colleges with a strategic tool for

Gabriel, H. Paul; Wool, Robert
Anticipating Adolescence: How To Cope with Your Child's Emotional Upheaval and Forge a New Relationship Together.
PUB DATE- 95
NOTE- 245p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescent Development; *Adolescents; Alcohol Abuse; Behavior Problems; Childhood Needs; Child Rearing; Depression (Psychology); Developmental Stages; Discipline; Divorce; Drug Abuse; Eating Disorders; Emotional Development; Emotional Problems; Emotional Response; Family Counseling; Individual Development; Parent Aspiration; *Parent Child Relationship; *Parenting Skills; Physical Development; Puberty; Sex Role; Sexual Identity; Sexuality
IDENTIFIERS- Adolescent Attitudes; *Adolescent Beahvior; Emotions; Parenting Styles

Noting that with informed understanding, parents can prepare for and cope with their adolescents' profound internal turmoil, this book provides parents with a clear view of what to expect during their child's adolescence: the major biological and psychological developments of adolescence; the most significant social, sexual, and cultural pressures; and the critical problems commonly faced by parents. The book emphasizes the importance of a parent-child relationship built on trust, respect, limit setting, careful listening, negotiation, and compromise, and offers ways that parents can handle the most widespread problems and conflicts of adolescence. The chapters of the book are: (1) "An Introduction to Adolescence: Experiments and Upheaval, but Not Hostility"; (2) "Latency: One Last Chance," on setting the stage for trust and negotiation during the elementary school years; (3) "Sex and Sexuality: The Classical Battlefield with No Safe Towers"; (4) "Drugs and Alcohol; The Need for Calm Confrontation"; (5) "Self-Esteem: The Bedrock of Confidence and Competence"; (6) "Identity and Separation: Disruptions and Opportunities"; (7) "The Limits of Parental Power"; (8) "Conflicts and Negotiations"; (9) "Relinquishing Control"; (10) "Role Identity and Parental Frustrations"; (11) "Divorce: Complex Trauma, but Manageable"; (12) "Special Problems," such as depression, suicide, and eating disorders; (13) "Getting Help," on overcoming resistance to counseling for adolescent problems; (14) "Extended Adolescence," on the problems that arise when college-age or older children must still live at home; and (15) "Timeline: A Summary, Year by Year," which places the major issues of adolescence in an approximate chronology. (HTH)

ED 394 633 PS 023 926

Camacho, Mary Elaine; Aguon, Jane M.
The Pacific Family and Food Safety: A Food Guide into the 21st Century.
PUB DATE- Aug 95
NOTE- 12p.; Paper presented at the Annual Pacific Education Conference (12th, Koror, Palau, August 1-3, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires,

examples were drawn from observations made over a 10-year made mostly in nursery education settings and homes. The four parts of the book deal with young children's learning processes, their patterns of behavior and learning, schemata and the development of knowledge and understanding, and the implications of these processes for early childhood education. The chapters are: (1) "Thinking about Young Children Learning"; (2) "Questions about Schemas"; (3) "Consistency, Continuity and Progression in Young Children's Learning"; (4) "Schemas as Consistent Patterns of Behaviour: Studies of Three Children"; (5) "Children's Developing Understanding of Mathematical and Scientific Ideas"; (6) "Patterns of Literacy"; (7) "Stories: Nourishing Children's Thinking"; (8) "A Curriculum for Thinking Children"; (9) "Working with Parents"; and (10) "The Roles and Responsibilities of Educators." Contains 101 references. (MOK)

ED 394 651 PS 024 001

Earle, Ralph B.
Helping To Prevent Child Abuse--and Future Criminal Consequences: Hawai'i Healthy Start. Program Focus.
PUB DATE- Oct 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- At Risk Persons; *Child Abuse; Child Development Centers; *Delinquency; Early Childhood Education; *Early Intervention; Home Visits; Parent Education; *Prevention; Screening Tests; Social Support Groups
IDENTIFIERS- *Hawaii; *Long Term Effects

This document describes Hawai'i's Healthy Start Program, a statewide, multisite home visitation program designed to screen, identify, and work with at-risk families of newborns. Goals of the program include: (1) reducing family stress; (2) improving family functioning; (3) enhancing child health and development; and (4) preventing abuse and neglect. The Hawai'i Health Start model includes early intervention, following a child from (or before) birth through age 5; home visitations; and ongoing evaluation. Families enrolled in the program are most often young (parents under 24 years old), with one or both parents unemployed (or underemployed) and undereducated. In 1994, about 65 percent of the women participating in the program were single mothers. The program seeks to meet needs in a variety of ways, including: (1) interagency coordination and referrals; (2) a toy-lending library; (3) parent support groups; (4) a male home visitor who works with fathers; and (5) parent-child play sessions. Between July 1987 and June 1991, the program served over 2,254 families. Ninety percent of the two-year-olds enrolled in the program were immunized. Eight-five percent of the enrolled children were at an appropriate stage of development. Additionally, no instance of domestic homicide had been reported in this time frame. Contains 20 notes. (JW)

ED 394 652 PS 024 004

Wardle, Francis
The Identity Development of Biracial Children and Society's Impact Thereon.
PUB DATE- 4 Mar 89
NOTE- 18p.; Workshop conducted by the author (March 4, 1989).
LANGUAGE- English

(150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Classroom Environment; *Class Size; Elementary Education; Elementary School Students; Foreign Countries; Language Skills; Mathematics; Teacher Attitudes
IDENTIFIERS- *Sri Lanka

Using interviews with teachers and principals and a standard experimental design, this study examined the effects of class size on student achievement in mathematics and mother tongue language skills. Subjects were 610 Sri Lankan fourth graders in 18 classrooms varying in size; classrooms sizes were 20-30, 31-40, and 41-50 students. Student achievement was measured through the employment of pre- and post-tests. The instructional period was 12 weeks; teaching materials and methods were controlled across classrooms. Results showed some statistically significant differences in achievement among the different class sizes. However, these differences followed no set pattern and demonstrated no overall effects of class size on achievement. Interviews with principals and teachers suggested that differences in achievement might be more often related to a student's socioeconomic status, to possible scarcities of education resources, and to teachers' attitudes and personalities rather than to class size. (Contains 33 references.) (JW)

ED 394 670 PS 024 071

Mackay, David
We Did It Ourselves--Sinn Fhein a rinn e: An Account of the Western Isles Community Education Project. Proisect Muinntir nan Eilean, 1977-1992. Early Childhood Development: Practice and Reflections Number 9.
PUB DATE- 96
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Development; Community Education; Cultural Background; *Cultural Maintenance; Family Involvement; Foreign Countries; Occupational Information; Parent Participation; *Preschool Education; Program Descriptions; *Rural Education
IDENTIFIERS- Playgroups; *Scotland

The Western Isles Community Education Project established preschools and community training projects which stimulated the coordinated development of preschool and related community education training structures, leading to an evaluated model of community self-help in the form of a network of playgroups (Guth nam Parant) in the scattered communities of the Western Isles of Scotland, among the most physically isolated in Europe. These communities battled for generations to preserve their distinctive Gaelic linguistic and cultural traditions through periods of radical change to island lifestyles. This book consists of five chapters providing a chronological account of the project, an afterword and an appendix, and a bibliography. Chapter 1 describes the Western Isles Community project and the early beginnings of the project through the 1976-77 Feasibility Study. Chapter 2 describes project foundations and Phase 1 of the project (1978-82). Chapter 3 focuses on preschool children and their families during Phase 2 (1983-86). Chapter 4, "Guth nam Parant," deals with the year 1986-87, discusses the creation of playgroups, and describes establishing a parents' organization and involving schools, and provides vignettes of how the project changed families' lives. Chapter 5 provides conclusions and analyzes the accomplishments

ED 394 688 PS 024 109

Mecum, Barb
Theory into Practice: Standards into Classrooms and into the Hands and Minds of Students. A Qualitative Research Project.
PUB DATE- Dec 95
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Action Research; English Curriculum; Grade 10; Grade 11; High Schools; High School Students; *Integrated Curriculum; Interviews; Objectives; *Secondary School Curriculum; Social Studies; *Standards; Student Journals

To examine the effects of implementing standards in classrooms, a study analyzed interviews with teachers and students, student journals, student observations, and student responses on the standards Form. Subjects were 25 sophomore and junior class students participating in an integrated social studies and English curriculum being taught by the researcher. It was found that students: (1) were highly accepting of the standards; (2) could easily identify the goals of each lesson; (3) were confident in their teachers' ability to develop curricula meeting the standards; and (4) did not see much difference between pursuing standards and achieving a certain grade. Additional findings were that: (1) teachers use standards as long term planning guides; (2) standards are often employed in alternative educational programs; and (3) teachers often share standards with students. (JW)

ED 394 689 PS 024 110

The State of the World's Children, 1996 (50th Anniversary Issue).
PUB DATE- 96
NOTE- 108p.; For 1995 edition, see ED 380 241.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; Child Advocacy; *Child Health; Childhood Needs; Children; *Childrens Rights; *Child Welfare; Developed Nations; Developing Nations; Immunization Programs; Literacy; *Nutrition; *Poverty; Violence; *War; Well Being
IDENTIFIERS- Child Protection; Child Safety; UNICEF; *Victims of War; World Summit for Children 1990

This special issue of "The State of the World's Children" marks the 50th anniversary year of UNICEF and its work on behalf of children. Chapter 1 examines how wars and civil conflicts are taking an enormous toll on children. The chapter outlines a proposed anti-war agenda as a vital step to prevent and alleviate the suffering of children in armed conflict, and calls for an end to the recruitment and conscription into the military of children under the age of 18; for a ban on the manufacture, use, stockpiling, and sale of all anti-personnel land mines; and for efforts to strengthen the procedures for monitoring and prosecuting war criminals. Chapter 2 reviews the efforts of UNICEF in its first half-century to cope with children submerged not only in conflict, but also in the silent emergencies of poverty and preventable disease. It shows how many governments and communities, with UNICEF support, have made great progress in improving the health, nutrition, and education of their children. Chapter 3 provides statistics, such as those on infant and child mortality, immunization, first set with 24 families, the second with 18, the third with 16, and the fourth and final set of interviews with 13 families. Data were gathered on topics from basic demographic information to history of migration, help-seeking patterns, and perceptions of the community and schools. These interviews provided baseline data and demographic information with which to compare the sample population with that of Boston and the United States. The data suggest that the natural support systems of Puerto Rican families in this study are very limited, and that they identify the school which their children attend as a major resource in their lives. (Contains 39 references.) (Author)

ED 394 708 PS 024 159

International Directory of IYF Research Activities with Supplement 1994.
PUB DATE- 95
NOTE- 236p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Books (010),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Family (Sociological Unit); *Family Programs; Foreign Countries; Program Descriptions; Questionnaires; Research Projects; Statistics
IDENTIFIERS- Australia; *United Nations Intl Year of the Family 1994

This directory is aimed at increasing understanding of functions and problems of families, by providing information on research activities which fall within the goals of the International Year of the Family (IYF) initiative. Compiled through a cooperative effort of the Australian Institute of Family Studies and The United Nations Secretariat for the IYF, the directory contains 332 entries from 47 countries. Research activities include research conducted to investigate family issues and problems; studies to determine characteristics of family structures in different regions; collections of statistical data on families; reviews of public and private institutions providing family care programs; evaluation of innovative family programs; reviews of family-related policies; and studies on the legal, social, and economic rights of families. Each directory entry lists country name, project name, organizations involved, contact person, summary, timetable, funding source and amount, and keywords. A separately-bound Supplement contains entries received after the publication deadlines for the main volume. It contains 107 research projects from 21 countries. (BGC)

ED 394 709 PS 024 160

Spies, Paul
Turning the Tables: The Growing Need for High Schools to Follow the Lead of Middle Level Reform Thru Interdisciplinary Teaming.
PUB DATE- Oct 95
NOTE- 13p.; Paper presented at the Annual National Middle School Association Conference and Exhibit (22nd, New Orleans, LA, November 1-4, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Community Development; *Educational

*Criminals; Delinquency; Family Violence; *Homicide; *Sexual Abuse; Social Problems; *Victims of Crime
IDENTIFIERS- Abductions; Child Molesters; Kidnapping

Published jointly by the U.S. Department of Justice and the Office of Juvenile Justice and Delinquency Prevention, this document presents information drawn from a nationally representative sample of state prisoners and from existing homicide data assembled by law enforcement agencies. It sheds new light on the most serious types of child abuse and victimization--those offenses for which a term of imprisonment was imposed or in which a child was murdered. The document contains detailed statistical information on the following: (1) violent offenders who committed crimes against children; (2) criminal histories and characteristics of offenders who have victimized children; (3) characteristics of child victims of violent crime; (4) characteristics of the violent crimes experienced by children; and (5) the victims and offenders in child murder. The document also includes a section offering explanatory notes, including a discussion of methodological issues involved in the study and listings of the numerical data from which 24 graphs presented are drawn. (JW)

ED 394 728 PS 024 187

Callister, Paul; And Others
Striking a Balance: Families, Work, and Early Childhood Education.
PUB DATE- 95
NOTE- 208p.; Research was supported by grants from the Foundation for Research, Science and Technology.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Day Care; Early Childhood Education; *Employed Parents; Employment; *Family (Sociological Unit); *Family Work Relationship; Fathers; Foreign Countries; *Leaves of Absence; Literature Reviews; Mothers; Parent Attitudes; Parent Responsibility; *Parents; Part Time Employment; Young Children
IDENTIFIERS- Australia; Europe; *Family Leave; New Zealand; *Parental Leave; Sweden

This study examines the connections between work, families, and early childhood education, and analyzes international trends and perspectives on parental leave. Chapter 1, "Introduction," shows that the increase in paid work by mothers makes families, work, and education important research and policy issues, and surveys reasons for this increase. Chapters 2 to 5 are international literature reviews that include research and policy documents from North America, the European community, Australia, the Nordic countries, and New Zealand. Chapter 2 introduces the literature reviews and discusses theories, models, and definitions of families, work, and education as used in the report. Chapter 3 reviews literature on the birth of the child and subsequent care by its parents in the early months of life, as well as parental involvement in paid work. Chapter 4 reviews international literature that links child care provision to the participation in paid work of parents with young children. Chapter 5 examines literature on the flexible forms of work undertaken by parents, especially part-time work by men and women. Chapter 6 focuses on case studies of employment and child care arrangements among New Zealand families. Chapter 7 analyzes patterns of paid work for two-parent families, from the early months of a child's life through late school. Chapter 8 summarizes the findings on leave, parents and paid work, related childhood education

ED 394 746 RC 020 545

Montgomery, Diane, Ed.
Rural Goals 2000: Building Programs That Work. Conference Proceedings of the American Council on Rural Special Education (ACRES) (Baltimore, Maryland, March 20-23, 1996).
PUB DATE- Mar 96
NOTE- 456p.; For selected individual papers, see RC 020 546-585. For proceedings of the 1995 conference, see ED 381 295.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- American Indian Education; Delivery Systems; *Disabilities; Distance Education; Early Childhood Education; Early Intervention; Educational Cooperation; Elementary Secondary Education; Gifted; Higher Education; High Risk Students; *Inclusive Schools; Minority Groups; Regular and Special Education Relationship; Rural Areas; *Rural Education; Rural Schools; *Special Education; *Teacher Collaboration; *Teacher Education; Transitional Programs

This proceedings contains 67 conference papers on rural special education. Papers present the newest and most innovative promising practices for rural special education, current research, contemporary discussions of theory or theory development, and topics of timely concern. The papers are organized in order of presentation, and are categorized in a topical index under the following subjects: administration, at risk, collaborative models (including collaboration in support of inclusion), early childhood, gifted, multicultural (including Native American programs), other, parents and families, preservice and inservice teacher education, technology and distance education, and transition. A list of presenters includes their affiliations and addresses. (SV)

ED 394 747 RC 020 546

Bull, Kay S.; Kimball, Sarah
Risk Communication in Special Education.
PUB DATE- Mar 96
NOTE- 11p.; In: Rural Goals 2000: Building Programs That Work; see RC 020 545.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; *Communication Skills; Disabilities; Elementary Secondary Education; *High Risk Students; *Individualized Education Programs; Interpersonal Communication; Parent Participation; Parent School Relationship; *Parent Teacher Conferences; *Participative Decision Making; Risk Management; *Special Education; Special Education Teachers; Student Needs
IDENTIFIERS- *Risk Assessment

This paper describes the application of a risk-based decision-making process in education and the use of risk communication with special education students and their parents. Risk-based decision making clarifies uncertainties inherent in a decision by examining the probability of a resulting harmful effect and the consequences of decisions made. Risk communication is aimed at reducing student chances for being at risk and increasing opportunities for educational success. Risk-based decision making can be applied to education through the formulation of

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Distance Education; Higher Education; *Intercollegiate Cooperation; Preschool Education; *Preschool Teachers; Program Descriptions; Rural Areas; *Rural Education; Shared Resources and Services; *Special Education; State Departments of Education; *Teacher Certification; Teacher Education Programs
IDENTIFIERS- University of Utah; *Utah; Utah State University

The Collaborative Early Childhood Special Education Program provides training to students from rural and remote areas in Utah that leads to a certificate in early childhood special education. The program represents a collaborative effort between Utah State University, the University of Utah, and the Utah Office of Education. Contact with special education directors in rural school districts revealed that only 29 percent of preschool teachers in Utah's rural areas had received required special education certificates. It was apparent that to accommodate rural teachers, an effort had to be made to provide requisite classes in rural areas. The Utah Office of Education organized a consortium of faculty and agency personnel who met regularly to discuss both preservice and inservice teacher education. In addition, the state office funded a yearlong planning and development grant to support a faculty member who was instrumental in formulating agreements between the two universities responsible for program implementation. In light of limited university resources, faculty and administrators agreed to assign delivery of core courses to one institution and specialization courses to the other. Core courses were led by trained facilitators and delivered to rural students via videotapes. In addition to two specialization courses that were already adapted for delivery in rural areas, six additional specialization courses were offered via interactive television. Program staff assisted students in accessing the necessary technology for participating in the program and hired an instructional technologist to help students learn to use computer technology to communicate with university faculty. (Contains eight references.) (LP)

ED 394 763 RC 020 562

Glausier, Sheryl R.; And Others
A Recreation and Leisure Inventory: Development and Application.
PUB DATE- Mar 96
NOTE- 6p.; In: Rural Goals 2000: Building Programs That Work; see RC 020 545.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Disabilities; Elementary Secondary Education; *Interest Inventories; *Leisure Time; Mental Retardation; Needs Assessment; Recreation; *Recreational Activities; Team Sports; Test Construction; *Young Adults
IDENTIFIERS- Mississippi

The Recreation and Leisure Inventory (RLI) was developed to assist disabled adolescents and young adults in determining their recreation and leisure preferences. The RLI had three prototypes, all of which used an interview format to assess participants' preferences for recreational and leisure activities. The Needs Assessment for Adults with Developmental

ED 394 779 RC 020 578

Haring, Kathryn A.; Lovett, David L.
Rural Families and Early Intervention.
PUB DATE- Mar 96
NOTE- 9p.; In: Rural Goals 2000: Building Programs That Work; see RC 020 545.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Welfare; *Developmental Disabilities; *Early Intervention; Economically Disadvantaged; Federal Aid; *Infants; Malpractice; Medical Services; *Parent Attitudes; Prenatal Care; Preschool Education; *Rural Family; Social Services; Surveys
IDENTIFIERS- Service Providers

This paper presents findings from a 5-year research project involving 50 primarily rural families with infants identified neonatally in birth crisis, or shortly thereafter, as having developmental disabilities. Parents were interviewed to gather information on their perceptions of and experiences with the early intervention (EI) process. Interviews covered medical evacuation of the newborn and mother-infant separation, medical care, referral to early intervention services, insurance and use of private services, family receipt of welfare services, influence of religious beliefs and other family beliefs and fears, and preschool programs. All of the interviewed families had medical "nightmare" stories of inappropriate medical care and advice. Thirty percent received no prenatal care, had no memory of having received, or had conflicting reports on prenatal care. The results indicate that families of young children with disabilities may vary greatly in their experiences and in their reaction to having a disabled child. They may or may not receive or request EI services that could enhance their child's development. In addition, many eligible families do not access available governmental supports. Resources in rural areas may be inadequate and difficult to access. Professionals must learn to effectively communicate and work with families of children with disabilities. In addition, they must be knowledgeable about available resources that can enhance the young child's development. They must also be effective communicators and collaborators with professionals from other disciplines. Finally, professionals must be sensitive to the unique characteristics, strengths, and needs of each family. This sensitivity is critical if effective EI services are to be provided. (TD)

ED 394 780 RC 020 579

Weiss, Keith E.; Correa, Vivian I.
Issues and Needs in Rural Early Childhood Special Education Services in Florida: A Delphi Study.
PUB DATE- Mar 96
NOTE- 8p.; In: Rural Goals 2000: Building Programs That Work; see RC 020 545.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Delivery Systems; Delphi Technique; *Early Childhood Education; *Educational Needs; Family Problems; Financial Problems; Geographic Isolation; Needs Assessment; *Rural Education; *Special Education;

into five parts: light and optics, heat, earth science, chemistry, and electricity and magnetism. Experiments have imaginative names such as, "I Can See for Miles and Miles," "Steamed Fruit," "Grace under Pressure," "Hi-Ho Silver," and Dimmer Dementia." The book includes a glossary of terms and a reader reply form to suggest experiments created by students or teachers. (MKR)

ED 394 801 SE 058 169

Scientists, Educators, and National Standards: Action at the Local Level. Sigma Xi Forum Proceedings (Research Triangle Park, North Carolina, April 14-15, 1994).
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- Apr 94
NOTE- 238p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Conference Proceedings; *Educational Change; Elementary Secondary Education; School Business Relationship; *Science Curriculum; *Science Education; *Standards
IDENTIFIERS- *Reform Efforts

This document contains conference papers on various aspects of science education. The document includes 12 plenary speeches, 11 workshop summaries, speaker vitas, breakout groups' conclusions and recommendations, and poster abstracts. Titles and authors of speeches and workshops are: "The National Education Reform Movement" (M. S. Smith); "Science Education Standards" (B. Alberts); "Teachers: The Vision Supported" (J. Tuomi); "K-12 Science Education: A Teacher's View" (P. Moore); "Undergraduate Education and Professional Development of Science and Math Teachers" (W. E. Kirwan); "State Infrastructure Support for Science Education Reform" (A. Buccino); "Helping Teachers Change Science Instruction" (G. Consuegra); "Nothing is Too Wonderful to be True" (P. Morrison); "An Attractive Remedy: Matching Scientists with Teachers" (I. Hayes); "Scientists and Science Education Reform: Myths, Methods, and Madness" (J. Bower); "Are We Serious? What It Takes for Real Change" (L. Williams); "Challenge to Action" (J. M. Atkin); "Strategies for Building University Partnerships" (C. Thorsen); "Lessons Learned from the Mathematics Standards" (L. Rosen); "Scientist Volunteers: Doing Science with Children" (G. Kirwan); "Science for All: What Will It Take?" (P. DeBerry); "Family Science: What Is It?" (B. Whitlow); "Princeton's Science Advisors: A Neural Network" (D. Rubenstein); "Sandia Scientists Enhancing K-12 Education: How We've Done It and What We've Learned" (K. Eckelmeyer); "Successful Collaborations Between Scientists and Schools" (T. Ostwald); "Effecting Change in Elementary School Science Education" (C. Parravano); "Beauty and the Beast: Aligning National Curriculum Standards with State Graduation Requirements" (B. Linder-Scholer); and "Strategies for Standards-Based Assessment" (E. Stage). (MKR)

ED 394 802 SE 058 181

Bartch, Marian R.
Math & Stories: Grades K-3.
PUB DATE- 96
NOTE- 173p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Grade 5; Grade 8; Grade 11; *Language Arts; *Mathematics; *Peer Influence; Questionnaires; Sex Differences; *Sex Stereotypes; *Student Attitudes; *Students

The purpose of this study was to examine the potential role of peer influences in contributing to the relative underachievement of girls in mathematics. Upper middle class, suburban New Jersey students (n=172 in grades 5, 8, and 11) were asked to express their attitudes toward hypothetical peers displaying strong interests and abilities in mathematics or English. Participants indicated that students fitting the gender stereotype (males good in mathematics and females good in English) would be better liked by same-sex peers than non-stereotypical students. Eighth graders and males consistently favored stereotypical students on several measures. English-oriented students were given more positive ratings than math-oriented students; this distinction increased with grade. The overall results showed that English is considered nearly gender-neutral; but mathematics is a male-stereotyped domain. (Author/MKR)

ED 394 826 SE 058 296

Hill, Peggy
K-4 Mathematics: Manitoba Curriculum Framework of Outcomes and Grade 3 Standards.
PUB DATE- 95
NOTE- 233p.; Includes 20-page insert entitled "Changes to K-4 Mathematics: Goals/Learning Outcomes".
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Objectives; Elementary Education; *Elementary School Mathematics; Foreign Countries; Kindergarten; Models; Primary Education; *Standards; *Student Evaluation
IDENTIFIERS- Manitoba

This document identifies student learning outcomes for kindergarten to grade 4 mathematics and standards of performance for students who are completing grade 3. The document is organized into three parts: overview, student learning outcomes, and standards of student performance. The overview describes the beliefs, goals, and conceptual structure of mathematics instruction and provides the context for the use of student learning outcomes and standards of student performance. The student learning outcomes section provides concise descriptions of the knowledge and skills that K-4 students are expected to learn in mathematics. Outcomes are expressed as general outcomes and specific outcomes. The final section, standards for student performance, provides descriptions of three levels of student performance in relation to general and specific mathematics outcomes for grade 3. It also contains student samples that illustrate the three different levels of performance for several assessment activities chosen to represent outcomes in each strand of mathematics. (MKR)

ED 394 827 SE 058 297

amateur and professional astronomers with the overall goal being to increase students' interest in astronomy and science in general. This manual was designed for teachers, amateur and professional astronomers, youth group leaders, and others who teach astronomy to students. It contains tips and suggestions about: what makes a successful partnership, finding a partner teacher or astronomer, partnership strategies and possibilities, expectations and planning, integrating the astronomer into the classroom, getting started and the first visit, roles and responsibilities for teachers and astronomers, involving the school and the community, getting support and publicity, star parties and astronomy clubs, and other good ideas. (JRH)

ED 394 847 SE 058 360

Sloane, Kathryn; Young, Judy
Evaluation of Scientific Work Experience Programs for Teachers: Current Practice and Future Directions.
SPONS. AGENCY- Industry Initiatives for Science and Math Education, Santa Clara, CA.
PUB DATE- Feb 96
NOTE- 47p.; Working paper commissioned by Industry Initiatives for Science and Math Education.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Evaluation; *Science Teachers; *Teacher Education; *Work Experience Programs

This paper describes the current evaluation practices employed by Scientific Work Experience Programs (SWEPs) across the country. A survey on current practices in evaluation was administered to SWEP program directors in 1995. The survey contained questions about current evaluation requirements and strategies and a list of project goals and objectives that had to be rated according to importance. Results were analyzed to determine the degree of commonality across SWEPs in their evaluation purposes, contexts, and strategies, and the degree of consensus on important goals and objectives across the projects. It was concluded that there is sufficient commonality in these areas to support a multi-site collaborative evaluation effort. Issues relating to the design of a collaborative evaluation strategy are discussed. Contains 25 references, a summary of results, and a list of survey responses. (Author/JRH)

ED 394 848 SE 058 380

BouJaoude, Saouma
Epistemology and Sociology of Science According to Lebanese Educators and Students.
PUB DATE- 3 Apr 96
NOTE- 29p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (St. Louis, MO, March 31-April 3, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Epistemology; Foreign Countries; Higher Education; Questionnaires; Science and Society; Secondary Education; *Sociology; *Student Attitudes; *Teacher Attitudes; Technology
IDENTIFIERS- *Lebanon; Nature of Science

Science educators agree that learning science involves learning about the body of scientific knowledge, about how that concern programs that tend to involve more than one arts discipline, include the arts in multiple roles, or involve a large number of people; (2) 17 are smaller-scale "targeted" studies, using various methodologies, and tend to focus on one arts discipline or type of student or to examine a specific research question; (3) nine present "compilations" of research in a particular area, often cutting across disciplines; (4) 12 describe "attitudes" among students and parents and public opinion, on issues and programs, including studies that focus on students perspectives about the arts and their experiences; and (5) five highlight the "status" of arts education and the arts economic impact at the local level. (DQE)

ED 394 869 SO 025 707

Shultz, Wendy L.; And Others
"Reinventing Courts for the 21st Century": Designing a Vision Process. A Guidebook to Visioning and Future Thinking within the Court System.
SPONS. AGENCY- State Justice Inst., Alexandria, VA.
PUB DATE- 93
NOTE- 153p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Court Role; Courts; *Futures (of Society); Higher Education; Institutions; Law Related Education; *Long Range Planning; *State Courts

Designed to facilitate effective planning by state courts for the future, this guidebook is the heart of the State Justice Institute's "Vision for the Courts" project. Its primary purpose is building state court capacity to draft clear, inspiring, and compelling descriptions of a "preferred future"--a future that its authors and proponents want to create. The guidebook introduces future thinking and vision development. It highlights the interaction between vision thinking and organizational morale, productivity, and creativity. The guidebook also outlines procedures for developing an effective vision workshop and methods to continue and expand vision development beyond a workshop. The book contains six appendices, providing sample materials for a vision workshop, quotations about visioning the future, reference to additional works on vision, and a list of participants from the Courts Vision Process Design Workshop. The educational community would find the issues raised by this guidebook useful in a law-related education setting. (LH)

ED 394 870 SO 025 709

McMullan, James
High Focus Drawing: A Revolutionary Approach to Drawing the Figure.
PUB DATE- 94
NOTE- 158p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Anatomy; *Art Education; College Instruction; *Freehand Drawing; Higher Education; Secondary Education; Studio Art
IDENTIFIERS- *Figure Drawing; Gestural Representation

Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *African Culture; African Studies; *Art; Art Appreciation; Art Criticism; *Art Education; *Art History; Elementary Secondary Education; Foreign Countries; Interdisciplinary Approach; Museums
IDENTIFIERS- *Africa; *African Art; High Museum of Art GA

In an introductory section by Michael D. Harris, this resource presents a discussion of aspects and problems in the WEstern study of African Art. This is followed by six lesson plans based on art works from the Fred and Rita Richman Collection of Sub-Saharan Art in the High Museum. The handbook follows Georgia's Quality Core Curriculum and the Ten Organizing Principles for the infusion of African Studies into the curriculum. The lessons are designed to be interdisciplinary and sequential. While lessons may be taught individually, if they are implemented sequentially, a culminating activity is possible as the final outcome of the learning unit. Lessons include: (1) "Africa: Where in the World?"; (2) "The Cycles of Life"; (3) "Symbols of Belief"; (4) "Symbols of Power"; (5) "Proverbs Are the Wisdom of Life"; and (6) "Culminating Activity." A slide script is supplied. Pre-test and post-test evaluation materials are provided. Appendices include: "Ten Organizing Principles of African Studies"; "Quality Core Curriculum"; "Glossary"; "Pronunciation Guide"; "Museum Resources"; "Additional Teacher Resources"; and "Credits." (MM)

ED 394 893 SO 026 491

Singer, Carla Michalove
First Look: An Introduction to the Elements of Art. Learning Packet.
PUB DATE- 94
NOTE- 25p.; Accompanying eight slides available from the High Museum of Art.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art; Art Appreciation; *Art Criticism; *Art Education; Art History; Elementary Secondary Education; Museums; Visual Arts; *Visual Literacy
IDENTIFIERS- *Art Elements

Line, shape, color and texture have always been the universal components of visual expression. Together these elements form a visual language. This packet is designed to be used as part of the Thematic Tour "First Look" offered by the Georgia Department of Education. The material explores some of the ways people use pictorial language; feelings, ideas, experiences, and beliefs can all be communicated by visual means. In art, both a sender and a receiver are required for completeness of communication. This resource encourages students to be sensitive receivers of the art message by fostering their looking skills. Two lessons are included in the packet along with a selection of classroom activities. The first lesson introduces vocabulary of basic concepts. Worksheet activities reinforce those lesson objectives. The second lesson is a guided discussion of eight slides from the High Museum's collection. Exercises are given for applying knowledge about lines, shapes, colors, and textures to the process of actively looking at works of art. These lessons are designed to be used before a visit to the High Museum, but also are appropriate for chapters address the policy formation process and some theoretical concepts. Appended materials include a chart of the structure of the Republic of Ireland's education system, a list of higher education institutions in both jurisdictions, and results of a research assessment in Northern Ireland's universities. Contents are indexed. (Contains approximately 150 references.) (MSE)

ED 394 450 HE 029 145

Cameron, David M.
Academic Freedom and the Canadian University.
PUB DATE- Mar 96
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - Serials (022)
DESCRIPTORS- *Academic Freedom; Affirmative Action; Collective Bargaining; College Faculty; Educational History; Educational Trends; Equal Opportunities (Jobs); Foreign Countries; Freedom of Speech; *Higher Education; *Political Correctness; Political Influences; Productivity; Scholarship; *Teacher Attitudes; *Tenure; Trend Analysis; Unions; Universities
IDENTIFIERS- *Canada

A discussion of the history and status of academic freedom in the context of Canadian universities finds that over time, academic freedom has been expanded to include a broad range of behavior and a wide range of freedom of speech. Tenure has come to mean the right of employment until death, resignation, or retirement, unless cause for dismissal can be established in a court of academic peers. While unionization and collective bargaining are not necessarily antithetical to academic freedom, full-blown unionization, collective bargaining, and the right to strike do stand in potential conflict with the principles of academic self-government upon which academic freedom rests. The concept of academic freedom needs to be re-examined because the balance between rights and responsibilities inherent in the idea is under stress, and academic freedom must be balanced with the commitment of faculty members to high standards of scholarship and productivity in teaching and research. Academic freedom must also be reconciled with demands for enhanced employment equity through affirmative action. Challenges associated with political correctness have made review of the concept even more important. (Author/MSE)

support from instructors, formal seminars, site visits, and group social activities. Intervention students completed the Learning and Study Strategies Inventory (LASSI) and the Perceptions, Expectations, Emotions, and Knowledge About College (PEEK) instrument; all participants completed the Nelson-Denny Reading Test. It was found that incoming, at-risk freshmen who planned to pursue professional heath care training, and who completed the one-month intensive intervention program, were more academically successful than control students during the first semester of college. Student LASSI scores changed significantly in five categories after the intervention. In addition, intervention participants attempted and earned significantly more credit hours than students in the control group. (Contains 24 references.) (NAV)

from K-12 educational experiences to studies of women scientists' employment and success in industry. These findings suggest that the most significant barriers are institutional, not personal. The authors offer suggestions for developing future research and policy, describe how to build more effective programs, and outline how to incorporate evaluation and accountability into these programs from the outset. (JPB)

ED 394 489 IR 017 776

Accreditation Standards for the Accrediting Commission of the Distance Education and Training Council.
PUB DATE- Jan 96
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; *Accreditation (Institutions); *Accrediting Agencies; Administrator Qualifications; Admission (School); Advertising; *Distance Education; Educational Equipment; Educational Finance; Educational Objectives; Elementary Secondary Education; Enrollment; Instructional Materials; *Planning Commissions; Teacher Qualifications; Tuition

This document identifies accreditation standards for the Accrediting Commission of the Distance Education and Training Council. The first part discusses educational objectives, materials, and services; student services; student success and satisfaction; qualifications of principals, faculty, and staff; admission practices and enrollment agreements; advertising and promotional literature/control of recruitment personnel; financial responsibility; tuition policies, collection procedures, and refunds; the plant and equipment; and research and self-improvement. The second part outlines business standards and is divided into three sections: (1) school and course promotion, (2) student enrollment, and (3) tuition, cancellation, and collection. The Code of Ethics for Sales Representatives of Accredited Distance Education Institutions and a questionnaire for evaluating the standards are also included. (AEF)

IDENTIFIERS- *Video Essays; *Video Production; Videopublishing

The merits of the video photo essay as a broadcast production teaching tool and as a genre of television news are examined in this paper. Suggestions are offered for using the video essay in the classroom, such as assigning students projects which involve producing a news story using only "nat-sound" and soundbites or music, and utilizing the video essay to recap newscast stories. Also discussed is the effectiveness of the video essay in terms of viewer recall of story information, which is enhanced by the video essay. It is concluded that the video essay as a form of broadcast news deserves further attention in research, in the teaching of broadcast production, and in the broadcast industry. (Contains 14 references.) (AEF)

Systems; *Shared Resources and Services
IDENTIFIERS- *Louisiana; Telecommunications Infrastructure

In 1990, the Louisiana Board of Regents commissioned a task force on libraries to develop a plan for greater cooperation and resource sharing among the state's academic libraries. The mission was hampered by the sparsity of automated facilities and the failure to secure state funding for public library automation, but by 1992 the task force had reorganized as the Louisiana Academic Library Information Network Consortium (LALINC) and related alliances called Louisiana Online University Information System (LOUIS) and Louisiana Library Network (LLN). The governance, funding, staffing, telecommunications infrastructure, and technology implementation strategies of each organization are discussed. A list of LALINC members is appended. (BEW)

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Principles; *Change Strategies; Educational Change; Intergroup Relations; *Leadership Qualities; Leadership Responsibility; *Leadership Styles; *Organizational Development; *Social Networks

Transactional leadership, or managing a static system of institutional exchanges, was the standard for colleges in an era of expanding markets, apparent never-ending growth, and little competition. Current conditions, however, call for transformational leadership, which involves leaders who create new approaches and relate to people in more intuitive and empathetic ways than more traditional, transactional leaders. Transformational leaders use encouragement, motivation, and example rather than position or authority to foster institutional success. The goals of transformational leaders are the renovation and rehabilitation of an institution, and a critical part of transformational leadership is understanding the complex nature of social networks. These networks fall into one of three types of systems: technical, characterized by work-related informational exchanges; political, consisting of influence exchanges; and cultural, featuring the shared values among institutional members. If these elements are understood, transformational leaders can make the constant adjustments needed to assure the success of institutional changes. Finally, because maintaining social networks provides an opportunity to increase organizational effectiveness, transformational leaders must enhance the networking capability of the organization by making use of physical architecture and space; transferring people from one network to another; creating such temporary systems as task forces to bring groups together; and introducing such management techniques as role analysis, in which individuals define needs and roles and discuss these in groups. (MAB)

International Conference of the National Community College Chair Academy (5th, Phoenix, AZ, February 14-17, 1996); see JC 960 276.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; College Faculty; Community Colleges; Department Heads; Faculty College Relationship; *Faculty Development; *Professional Development; Program Design; *Seminars; *Staff Development; *Teacher Workshops; Training Objectives; Two Year Colleges
IDENTIFIERS- *Great Teachers Seminars

One of the most important responsibilities of academic leaders is to encourage and provide continuing professional development opportunities for themselves, faculty, and staff. Retreats are very effective vehicles for professional growth, providing an opportunity to discuss their experiences and different issues. For over 25 years, the most effective and popular format for retreats has been the Great Teachers Seminar (GTS). The purpose of a GTS is to celebrate good teaching, allow teachers the opportunity to venture beyond the limits of their specialization, promote teacher introspection, practice rational analysis of instructional problems, and stimulate the exchange of ideas. The seminar is based on the premises that teachers learn best from other teachers, creativity is enhanced by mixing teachers from diverse fields, collective wisdom far surpasses individual expertise, and simplification is the key to successful teaching. While there are many variations on the GTS model, the following three main adaptations can be identified: (1) teaching celebrations, serving specific and more homogeneous groups of faculty; (2) all-college workshops, involving faculty, administrators, classified staff, and students to celebrate things that are working at the college and solve mutual challenges; and (3) meetings for such specific groups as department chairs, academic leaders, or staff. (TGI)

DESCRIPTORS- Administrator Attitudes; *Administrator Role; College Administration; Community Colleges; *Department Heads; Faculty College Relationship; *Job Satisfaction; *Labor Turnover; Organizational Effectiveness; *Role Conflict; *Stress Variables; Two Year Colleges

Research shows that turnover in managerial positions can cost an organization from 5 to 25 times an employee's monthly salary. Although some turnover is inevitable, many times it is caused by employee dissatisfaction with the job or its conditions, and this dissatisfaction is often directly attributable to stress resulting from role conflict or ambiguity. This is especially relevant to faculty in educational institutions who experience demands to perform many discrete tasks. Further, the stress factors felt by faculty tend to affect chairpersons to a greater degree. Dissatisfied employees who remain on the job tend to be unproductive and reduce the productivity of others, while dissatisfied department chairpersons can have disastrous effects on the morale of a department or division. Research has shown that the administrator's role is more important than environment, structure, and institution type in accounting for performance of the department. However, research has also found that the chair's position is fraught with role conflict and ambiguity. Since the quality of a college is determined by the quality of the departments and administrative behavior, then the levels and causes of job satisfaction among chairpersons must be investigated and addressed. Contains 19 references. (TGI) created an annual quality award to promote quality awareness, recognize the quality achievements of U.S. businesses, and publicize successful quality strategies. The criteria used to determine winners of the award focus on the delivery of increasingly better value to customers and the improvement of overall performance and capabilities. The Award criteria offer community colleges a focused, linked framework that can be used as a model for program assessment. To help colleges adapt the criteria, the Departments of Commerce and Education have jointly developed Baldrige-based criteria for educational institutions and have launched a pilot project to extend Award eligibility to educational institutions. Institutional areas examined by the criteria's seven categories include leadership, or how college administrators set direction and maintain an environment that fosters performance; strategic planning, or how internal and external factors are analyzed and translated into actionable plans; program development and delivery; personnel management to implement programs; and planning, program, and personnel development. The criteria provide a useful tool for assessing academic and non-academic programs. Moreover, the criteria focus on process rather than product and can help a college move from a crisis management approach to one of continual improvement of service. (MAB)

college planning, management, assessment, and accreditation. The Criteria focus on two measurable objectives for institutional effectiveness: the delivery of educational value to current and future students through instruction and support services that contribute to students' overall development and the improvement of overall college effectiveness, use of resources, and capabilities for sustainable performance. In addition, the Criteria are non-prescriptive, encouraging colleges to develop creative approaches; are comprehensive, representing a unifying framework emphasizing interdependence; emphasize the alignment of efforts throughout the college; and encourage planned change and continual improvement. Baldrige-based schools demonstrate excellence in leadership, information and analysis, strategic and operational planning, human resource development and management, educational and business process management, college performance results, and student focus and student stakeholder satisfaction. The following steps are suggested for initiating a Baldrige-based approach to institutional advancement: (1) organize an orientation for the college President's Cabinet or senior management team; (2) form and train an institutional Baldrige team; (3) establish linkages between institutional strategic planning and Baldrige-based initiatives; (4) identify the needs of current and future students and stakeholders; (5) assess current institutional strengths and weaknesses; and (6) review findings with the President's Cabinet and the senior management team. (TGI)

Evaluation Instruments (160)

DESCRIPTORS- Adults; Cleaning; Daily Living Skills; *Family Health; *Foods Instruction; *Food Standards; Health Education; Hygiene; *Pacific Islanders; Questionnaires; Refrigeration; Sanitation

IDENTIFIERS- *Food Education and Service Training; Food Preparation; Food Storage; *Pacific Islands; Smith Lever Act

The Food Safety First Program in Guam and the Marianas, sponsored in part by the United States Department of Agriculture, assesses the food safety behavior of the local population, and uses the results to develop educational programs. The thriving of bacteria in the local climate places extra importance on educating the population on the necessity of storing, preparing, and serving food under sanitary conditions in compliance with federal and local standards. A questionnaire administered to 200 participants collected demographic information and solicited responses in the five researcher-defined areas: (1) Food Preparation; (2) Food Storage; (3) Holding Prepared Foods; (4) Sanitary Manners and Food; and (5) Food during Typhoon and Power Outages. The participants, of whom 76% were female and 56% were Chamorros from Guam and Saipan, indicated that they were, in general, aware of and concerned about basic food safety, refrigeration, and temperature requirements. However, 49% reported not washing hands before or after eating. Other problems noted were the long distances between homes and shopping areas, and the use of uncooked marinades. (The questionnaire is appended.) (JS)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; Black Culture; Blacks; Black Stereotypes; Child Development; Developmental Psychology; Ecological Factors; Elementary Secondary Education; Family (Sociological Unit); Family Environment; Family Life; Infants; Minority Groups; Parents; Race; *Racial Bias; *Racial Relations; Self Concept; *Social Attitudes; Workshops; Young Children
IDENTIFIERS- *Biracial Children; *Biracial Family; Identity (Psychological); Interracial Family; Mixed Race Persons; Question Answering

This document is taken from a workshop presentation focusing on the identity development of biracial children. The confusion of the academic community concerning this topic is emphasized. Three main aspects are examined: (1) "What is the identity process of any child?"; (2) "What is society?"; and (3) "How does society impact the developmental process?". The identity process is outlined as beginning at birth, when the infant first develops trust and bonds with his or her parent or caregiver. The developmental levels of infancy, young children from birth to five years of age, and adolescence are highlighted. A question and answer section is included in which the author responds to questions dealing with lack of acceptance of interracial marriages and relationships; biracial children's identity, development, and attitudes; teachers who are uncomfortable with teaching biracial children; and other children's reactions to biracial children. (BGC)

of the feasibility study and phases one and two. The afterword describes Guth nam Parant in 1995. The appendix provides Guth nam Parant fieldworkers' job descriptions. A bibliography of 28 items is included. (DR)

ED 394 671 PS 024 076

Curtis, Patrick A.; And Others
Child Abuse and Neglect: A Look at the States. CWLA Stat Book.
PUB DATE- 95
NOTE- 163p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Books (010)
DESCRIPTORS- Adoption; *Child Abuse; *Child Neglect; *Children; *Child Welfare; Foster Care; Policy Formation; Poverty; Prevention; Program Budgeting; *Public Policy; Residential Programs; State Programs
IDENTIFIERS- Child Welfare League of America

Designed to provide a basis for sound child welfare policy decisions, this book presents current state and national data, as well as data from many cities and counties, on child maltreatment. The six chapters in the book present statistics on: (1) child abuse and neglect, including child abuse fatalities; (2) out-of-home care; (3) adoption; (4) finance and administration of child welfare organizations; (5) risk factors; and (6) possibilities for prevention. Chapter one draws attention to the use of different definitions of neglect and abuse, and investigation procedures by states. Chapter two describes various forms of out-of-home care. Chapter three discusses different types of adoption, all of which provide permanence for children. Chapter four illustrates the expenditures incurred by different states to safeguard and maintain child well-being. The fifth chapter focuses on the condition of poverty as a factor in child maltreatment. The last chapter considers current strategies that are used to prevent child abuse and neglect, as well as the issue of corporal punishment. Most of the data are presented in graphic formats and tables, which are meant to illustrate the wide variations in how states are addressing child abuse and neglect, not to judge the effectiveness of one state compared to another. (BA)

maternal mortality, malnutrition, and school enrollment that chart the progress countries are making toward goals set at the World Summit on Children. Basic indicators on nutrition, health, education, population, economic progress, and the situation of women are given, along with regional summaries. (TJQ)

ED 394 690 PS 024 123

Study Skills Begin at Home. Book 1: Preschool. Book 2: Kindergarten-Grade 3.
SPONS. AGENCY- North Central Regional Educational Lab., Oak Brook, IL.
PUB DATE- 90
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Early Childhood Education; *Habit Formation; Individual Development; Kindergarten; *Learning Activities; *Parent Participation; Preschool Children; Preschool Education; Primary Education; Reading Skills; *Study Skills

This set of materials consists of two booklets designed to assist parents in helping their children to study and learn appropriate studying skills, beginning at preschool and primary grade levels. Book 1 is designed for use at the preschool level and Book 2 is designed for use at the kindergarten to Grade 3 level. Each of these volumes contains tips for studying and guidelines for developing studying skills such as the ability to locate, organize and recall information; to adjust reading rate; to use formal studying methods; to use graphic aids; and to follow directions. In Book 1, additional information is given on recognizing the alphabet and numbers, learning about books, sorting information, establishing categories, sequencing information, and modelling appropriate behavior for study. In Book 2, additional information is given on alphabetizing, locating words and meanings in the dictionary, using tables of contents, using reference materials, developing appropriate library behaviors, and understanding book arrangement, determining essential and nonessential information in stories, and reading picture graphs, circle graphs, and pie graphs. (MOK)

Change; Educational Environment; Educational Improvement; *High Schools; *Interdisciplinary Approach; Intermediate Grades; Junior High Schools; *Middle Schools; *School Effectiveness; Teaching Methods; *Team Teaching

High school educators can learn much from the middle school reform movement and apply its strategies to change interdisciplinary teaming and student advocacy programs. Many high schools today still operate with an outdated, impersonal, departmentalized, and factory-model approach to schooling, in which students do not develop a sense of belonging or allegiance. The middle school approach is centered around team teaching, which uses two or more teachers who share students, class periods, planning time during the school day, team development training, and commitment in working with the group of students they share. The benefits of such interdisciplinary learning teams include: (1) a more coherent and relevant curriculum; (2) higher order thinking skills; (3) improved attendance; (4) consistent messages and expectations for students; (5) reduced discipline problems; (6) early and cooperative intervention with at-risk students; (7) greater teacher motivation and satisfaction; (8) reduced failure rate; (9) improved social skills; (10) staff unity and reduced teacher isolation; (11) efficient and increased communication; (12) improved relations with community and local businesses; and (13) improved instruction. The growing movement for high school change suggests that hundreds of high schools around the nation will be using team teaching strategies by the end of the century. While high school interdisciplinary learning teams are not a panacea for the challenges facing high schools, they are a major tool that builds on the successes of middle school education. (Contains 25 references.) (MOK)

issues, and flexible workplaces and work practices. Chapters 1-7 contain references. (TM)

ED 394 729 PS 024 189

Bruce, Judith; And Others
Families in Focus: New Perspectives on Mothers, Fathers, and Children.
PUB DATE- 95
NOTE- 128p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Rearing; Children; Demography; Divorce; *Family (Sociological Unit); Family Life; Family Programs; *Family Role; *Father Attitudes; Fathers; Global Approach; Marriage; *Mother Attitudes; Mothers; One Parent Family; Parent Child Relationship; Parenting Skills; *Parent Role; Parents; Sociocultural Patterns; Statistical Analysis
IDENTIFIERS- Family Policy; International Center for Research on Women; Population Council

Noting that although families have always been characterized by change, there is strong evidence that they are changing faster today than ever before. This book focuses on the changing roles of mothers, fathers, and children, emphasizing how fathers and mothers meet parental responsibilities and what children have a right to expect from their parents. The research discussed covers multicultural perspectives, including analysis of statistics from many countries. The chapters in the report are: (1) "Families in Transition" (Cynthia B. Lloyd and Niev Duffy), presenting demographic analysis of how families are changing, covering later marriage and childbirth, smaller families, increasing dependency burden on working-age parents, and female-headed households; (2) "The Economics of Motherhood" (Judith Bruce), discussing the prevalence of mother-supported families; (3) "Fathers as Parenting Partners" (Patrice L. Engle and Ann Leonard), giving a definition for fatherhood and focusing on factors affecting, and the benefits of, father-child relationships; (4) "Familial Risk Factors for Children" (Cynthia B. Lloyd and Niev Duffy), discussing birth circumstances, primary family relationships, and living arrangements; and (5) "Family Policy: Supporting the Parent-Child Link" (Judith Bruce), detailing practical policies and programs. Contains 25 tables; each chapter contains references. (BGC) the Individualized Education Plan (IEP), which involves: (1) referring students with learning, emotional, or physical disabilities, or other impediments to learning; (2) student evaluation by one or more professionals to determine the extent of the problem; (3) determining possible outcomes if the student continues without intervention; (4) evaluating and selecting risk-reducing alternatives; (5) implementing actions that manage and reduce risks and improve the chances for student success; and (6) communication of risk analysis information between analyzers and students and parents. To be successful, risk communication must address psychological, socioeconomic, and cultural factors that influence the perceptions of students and parents. Improving risk communication during an IEP conference involves imparting information clearly and with compassion, using nonthreatening body language, making parents equal partners in the education of students, and evaluating the success of communication by measuring parent satisfaction. (Contains three references.) (LP)

Disabilities was first modified in 1993 and used with 46 senior citizens with mental retardation living in southern Mississippi. In 1994, the instrument was again modified for use with 70 mentally retarded adults ranging in age from 21 to 65 years. Modification and revision of the instrument has also been directed toward use with adolescents with mental retardation. The revised instrument was field tested on 49 adolescents ages 9 to 19 years with mental retardation living in rural southern Mississippi. This instrument was the predecessor that led to the development of the RLI. The RLI is presently being field tested with mentally retarded adolescents and young adults in southern Mississippi, Arkansas, and Indiana. Data are collected using an interview format in which participants are asked to indicate preference (like/dislike) for 36 activities. In addition, participants indicate the frequency of participation in each activity and their preference for participating "alone" or "with others." If "with others" is selected, the participant is asked to indicate with whom and whether this person has a disability. Responses regarding frequency of participation are grouped into four categories: never, sometimes, weekly, and daily. Demographic information such as age, gender, place of residence, classroom placement, and participation in community or school recreational programs is recorded. The interviews and data collected from this process will be the basis for additional modifications of the RLI. Results indicate that disabled adolescents and young adults have preferences similar to teenagers from the general population and reflect a desire by adolescents with mental retardation to be involved in more active, team-oriented sports. (Contains 14 references.) (LP)

*Teacher Attitudes; Teacher Shortage
IDENTIFIERS- *Florida

A Delphi Technique was used to examine the problems of early childhood special education programs in rural Florida. Two rounds of questionnaires were completed by a panel of early childhood special education administrators and teachers from 14 of Florida's 27 rural counties. In response to the questionnaires, the panel developed 51 problem-related statements and 39 suggestions for improvements in service delivery. Compared to administrators, teachers were more concerned with issues raised by the 51 problem-related statements, and more positive about most suggested program modifications. Teachers and administrators diverged significantly on 33 percent of suggested modifications. The problem statements fell into six categories: educational staff problems, educational programming concerns, funding issues, rural ecology issues, family concerns, and issues with other service providers. The rural ecology category had the most problem statements, many encompassing problems related to long distances between home and school and the prevalence of rural poverty. The individual problems identified as most important (over 70 percent agreement) were lack of parental child care skills, lack of stable home environments, lack of specialized care providers, lack of funds for teachers and facilities, lack of parent involvement, long bus rides for students, and lack of preschool experiences due to rural isolation. The most strongly supported modifications were establishing home-school liaisons, increasing family counseling services, providing funding mechanisms sufficient to attract more rural service providers, and lowering child-teacher ratios. (SV)

Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Literature; Interdisciplinary Approach; *Language; Learning Activities; *Mathematics Instruction; Primary Education; Worksheets
IDENTIFIERS- Mathematics Activities

The purpose of this book is to assist teachers in integrating children's literature, mathematics, and language. It is designed to connect the teaching of mathematics to other curricular areas in a natural and logical way. The activities in the book encompass 12 of the K-4 curricular standards developed by the National Council of Teachers of Mathematics. Each unit contains a list of standards and concepts, story synopsis, materials list, introduction, mathematics activity, and follow-up activities for mathematics and language. Contains an answer key and reproducible student worksheets for each activity. (MKR)

ED 394 803 SE 058 183

Threewit, Fran
Estimation Destinations.
PUB DATE- 92
NOTE- 230p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Hands on Science; Learning Activities; Lesson Plans; *Mathematics Instruction; *Measurement; *Number Concepts; Student Developed Materials; Units of Study; Worksheets
IDENTIFIERS- Mathematics Activities

This book leads students through a journey of hands-on investigations of skill-based estimation. The 30 lessons in the book are grouped into four units: Holding Hands, The Real Scoop, Container Calculations, and Estimeasurements. In each unit children work with unique, real materials intended to build an awareness of number, quantity, and measurement. The introduction describes how to create the materials, in the form of an Estimation Destination suitcase, that the students need in order to do the activities. Also included are worksheets and a 50-item resource list. (MKR)

Senior 1 Mathematics (10G) Curriculum Document.
PUB DATE- 95
NOTE- 179p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Objectives; Foreign Countries; High Schools; Models; *Secondary School Mathematics; *Standards; Student Evaluation
IDENTIFIERS- Manitoba

This document contains curriculum strands for senior mathematics which were built on five interrelated curriculum foundations: mathematical reasoning, technology, connections, communication, and mental mathematics. An introduction discusses each of these foundations in addition to the course description, mathematics strands, instructional practices, and assessment. The 12 mathematics strands are: mathematical reasoning, statistics, polynomials, spatial geometry, linear relations, similarity and congruence, probability, powers and exponents, trigonometry, measurement, transformational geometry, and rational expressions. Goals, objectives, time required, and sample activities are provided for each strand. (MKR)

knowledge is generated, and about how it is socially constructed. However, the emphasis in many science curricula has been on learning about the body of knowledge to the neglect of the epistemology and sociology of science. The purpose of this study was to assess the beliefs of university science professors and students and high school science teachers and students about the sociology and epistemology of science. Subjects for this study were 24 university professors, 124 high school teachers, 118 university students, and 572 high school students from universities and schools in Lebanon. Participants in the study filled out a questionnaire composed of 15 items selected from three components (science and technology, social construction of scientific knowledge, and nature of scientific knowledge) of the Views of Science-Technology-Society (VOSTS) instrument. Results suggest that most Lebanese university professors, high school teachers, university students, and high school students subscribe to a traditional view of science. The findings of this study, together with previous findings with Lebanese middle school students provide support to the notion of a culture of academic science that permeates the educational system in Lebanon. Contains 20 references and 5 figures of data. (Author/JRH)

ED 394 849 SE 058 381

Gardner, Paul
Viewing the Roots of Technology and Science: A Philosophical and Historical View.
PUB DATE- Jan 96
NOTE- 7p.; Paper presented at the Jerusalem International Science and Technology Education Conference (2nd, Jerusalem, Israel, January 8-11, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; Higher Education; Philosophy; *Science History; *Technology
IDENTIFIERS- Australia

This paper emphasizes the historical and philosophical roots of science and technology. It addresses questions about the origins of science with its emphasis on knowing, understanding, and explaining aspects of the human world and the origins of technology with its focus on using materials and tools to design and make artifacts of value. A case study of a single technological artifact is used to illustrate the argument that technology is not simply applied science, that the relationship between the two fields is complex, and its nature has changed over the course of history. It is argued that technological knowledge is necessary for the growth of subsequent scientific knowledge. (JRH)

This book encourages art students to draw the entire human figure at once, rather than isolated portions of the body. The approach focuses on the energy that suffuses every part of the body and produces liverly, seamless figure drawings without construction lines. Examples from Master works and student works are used to demonstrate the approach that is presented in five chapters: (1) "What is Real in Realistic"; (2) "What Lines Can Do"; (3) "Drawing the Model"; (4) "Student Progress"; and (5) "Enjoy Yourself." (MM)

ED 394 871 SO 025 730

Renner, K. Edward; Yurchesyn, Kathaleen A.
Sexual Robbery: The Missing Concept in the Search for an Appropriate Legal Metaphor for Sexual Aggression.
PUB DATE- 92
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- College Curriculum; *Criminal Law; Females; Foreign Countries; Higher Education; Law Related Education; *Rape; *Victims of Crime; Violence
IDENTIFIERS- Canada; Dalhousie University (Nova Scotia)

Political efforts by feminists in the 1970s and early 1980s resulted in the redefinition of rape as physical assault in Canada's 1983 rape law in the Criminal Code. This paper argues that treating a woman's sexuality as "property," as did the rape law prior to 1983, was correct. Redefining rape as sexual assault, and measuring the severity of the crime by the level of physical violence, established the legal and social expectation that the woman must be injured to be a "legitimate" victim. While suggesting rape is akin to robbery means that a woman's sexuality is treated as property, the study believed it would achieve reform by shifting ownership from the domain of a male, as was the case under the old law, to the woman herself. Robbery implies the use or threat of force, but unlike assault, does not require harm to the victim as evidence of the robbery. The document examined every case of sexual assault, physical assault, and robbery that appeared before the Halifax Law Courts between 1983 and 1988 to evaluate the proposition that conceptualizing the essence of sexual aggression as "assault" has failed and that "robbery" may be more appropriate. The article provokes discussion about the nature of rape and societal and legal responses to it in law-related education (LRE) settings at secondary, college, or adult education levels. (LH) independent use. (MM)

ED 394 894 SO 026 492

Green, Julie Taylor
American Sampler: American Art in the Nineteenth Century. Teacher Resource Packet.
PUB DATE- 92
NOTE- 48p.; Accompanying 16 slides available from the High Museum of Art.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art; Art Appreciation; Art Criticism; *Art Education; *Art History; Elementary Secondary Education; Interdisciplinary Approach; Museums; *Social Studies; United States History; Units of Study; Visual Arts; Visual Literacy
IDENTIFIERS- *American Art; Nineteenth Century History

An examination of 19th century U.S. art and literature reveals the country's strong identification with nature, the ideals of individual freedom and pioneer courage, and the faith in human nature embraced by the immigrants who expanded the country. In the 17th and 18th centuries, U.S. painting reflected the styles and standards of English art. By the early 19th century, the United States was developing its own cultural identity. This resource looks at examples of U.S. decorative arts and painting from the High Museum's permanent collection to underscore this developing U.S. heritage. The resource includes unit objectives for elementary and secondary students in visual arts and social studies. Slide narratives for 16 slides are given along with discussion ideas. Lesson plans are provided for: (1) "Trading and Interdependence"; (2) "American Sampler Community Comparisons"; and (3) "Your Family Tree: When, Where, and Why." A glossary of terms, bibliography, and evaluation sheet conclude the packet. (MM)

DOCUMENT RESUME
ED 393 963

RIE VOL.31 NO.9.
SEPTEMBER 1996

FROM:ED 394 895
TO:ED 395 096

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ED 394 895 SO 026 494

Leming, Robert S., Ed.; Healy, Langdon T., Ed.
Resources on Law-Related Education: Documents and Journal Articles in ERIC, 1995. Yearbook No. 2.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 89p.; For previous edition, see ED 388 534.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Citizenship Education; Curriculum Enrichment; Elementary Secondary Education; *Law Related Education; Social Studies
IDENTIFIERS- ERIC

A guide to the vast array of ERIC available resources for law-related education (LRE), this annotated bibliography is intended to assist anyone concerned with the civic education of U.S. youth, especially teachers and other members of the K-12 educational community. It offers information about the law, innovative teaching methods, and guides to national LRE programs. Part 1 presents an annotated bibliography of 102 LRE teaching materials, resource guides, and research documents in Resources in Education. Part 2 provides an annotated bibliography of 39 journal articles in Current Index to Journals in Education. Part 3 has two ERIC Digests on LRE. The first is "Linking Law-Related Education to Reducing Violence By and Against Youth" by Carolyn Pereira. The second Digest is "Essentials of Law-Related Education," adapted by Robert S. Leming. Also included are 4 appendices that provide contact information for a network of LRE programs being conducted at both national and state levels, tips for searching the ERIC database for LRE materials, sample ERIC document and journal article resumes and instructions for submitting LRE documents to the ERIC system. (LH)

ED 394 896 SO 026 498

Olson, Cindy
Computer Graphics: KidPix, the MacIntosh, and Students with Cognitive Disorders.
PUB DATE- May 94
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Activities; Childrens Art; Computer Assisted Instruction; *Computer Graphics; Computers; Computer Software; Computer Uses in Education; Disabilities; Elementary Secondary Education; Special Education; *Special Needs Students; Visual Arts
IDENTIFIERS- *Cognitively Disabled Borderline; Computer Art; *KidPix

This teacher's guide provides an overview of KidPix software and contains adaptive applications of the software for Cognitively Disabled-Borderline (CDB) students. Ten lesson plans are given, including: (1) "USing Rubber Stamps/Rubber Stamp Editor"; (2) "Portrait"; (3) "Create a Pattern"; (4) "Garden Mural"; (5) "Changing a Common Image"; (6) "Changing a Hidden Image" (to

ED 394 914 SP 036 586

Vinson, Beth McCulloch
A Comparison of Sense of Efficacy before and after Clinical Experience for Pre-Student-Teaching Novices in an Elementary Methods Program.
PUB DATE- 9 Nov 95
NOTE- 51p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Biloxi, MS, November 9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attitude Change; *Clinical Supervision (of Teachers); Comparative Analysis; Elementary Education; Higher Education; Methods Courses; *Practicums; *Preservice Teacher Education; *Self Efficacy
IDENTIFIERS- *Preservice Teachers; University of Alabama

This investigation was conducted to determine changes in the levels of teaching efficacy as a function of the clinical experience in six public elementary schools, among pre-student-teaching novices in four subject areas: science, social studies, language arts, and mathematics. The sample included 58 novices who participated in the semester block of methods classes at the University of Alabama. Data for the study were gathered, before and after full-time clinical experience in the public elementary schools, using two strategies. First, all novices completed 23-item, Likert-type questionnaires. Second, through the use of questionnaire-guided narrative interviews, some of the factors that influenced novices' levels of efficacy were sought. Quantitative comparisons were made between novices' sense of efficacy before and after clinical experience by utilizing both multivariate and univariate analysis of variance. Findings revealed statistically significant personal teaching efficacy gain scores. Analysis also revealed significant differences between science and social studies scores, with the latter being the highest. No significant differences were found between the general teaching efficacy gains scores. Results of the study have implications for teacher education programs concerning levels among novices and the determination of specific contexts in which that efficacy can be interpreted. Appendixes contain five tables, a copy of the questionnaire, and a scoring guide. (Contains 36 references.) (Author/JB)

ED 394 915 SP 036 587

Burk, Jill; And Others
Reconceptualizing Student Teaching: A STEP Forward.
PUB DATE- Feb 96
NOTE- 22p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (48th, Chicago, IL, February 21-24, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Competency Based Teacher Education; Cooperating Teachers; Demonstration Programs; Elementary Secondary Education; Higher Education; *Internship Programs; Job Performance; Mentors; Preservice Teacher Education; Program

ED 394 931 SP 036 616

Goss, Gail
Weaving Girls into the Curriculum.
PUB DATE- Feb 96
NOTE- 17p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, February 21-24, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Career Awareness; *Childrens Literature; Content Analysis; Elementary Education; Elementary School Students; Females; *Sex Bias; Sexism in Language; *Sex Stereotypes; *Textbook Bias
IDENTIFIERS- *Childrens Choices (Booklist); International Reading Association

This paper addresses the types of gender bias stereotyping that has been prevalent in children's books and its impact on children. Results are presented of a gender role model analysis that used the International Reading Association's Children's Choices book list, and recommendations are given to help correct and balance gender stereotypes when using children's books. Traditionally, females were presented in literature roles that were less exciting, involved less problem solving, and were less involved in life than the roles for males; females were seldom main characters. In this study, 45 children's books were coded to determine the difference in gender role models for females and males in children's books. It was found that 36 percent of the main characters were female, 47 percent were male; in secondary characters, 47 percent were female, and 41 percent, male. Several emerging trends were noted in more recent literature, specifically, the emergence of female adventurers and rescuers and of males who helped with the household chores and child care. Collaboration and cooperation were found to be stressed over gender specific tasks. Books are suggested as a vital way to encourage children to think about expanding their concepts of behaviors and possibilities. Special ideas and texts to be used are suggested, such as rewriting a story with changed gender grammar or discussing word usage and story slant. It is suggested that books can help to balance gender roles so that the characters the children read about and identify with, are suitable models to help them prepare for the realities of the future. (Contains 27 references.) (NAV)

ED 394 932 SP 036 618

Ganser, Tom
A Road Map for Designing Quality Mentoring Programs for Beginning Teachers.
PUB DATE- Apr 95
NOTE- 16p.; Paper presented at the Annual Conference of the Wisconsin Association for Middle Level Education (Stevens Point, WI, April 29, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Collegiality; Elementary School Teachers; Elementary Secondary Education; *Faculty Development; Helping Relationship; Master

ED 394 949 SP 036 650

Grau, Isidro, IV
Teacher Development in Technology Instruction: Does Computer Coursework Transfer into Actual Teaching Practice?
PUB DATE- 96
NOTE- 54p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 25, 1996).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Teachers; *College School Cooperation; *Computer Literacy; Computer Uses in Education; Elementary Education; *Faculty Development; Higher Education; Knowledge Base for Teaching; *Preservice Teacher Education; Professional Development Schools; Student Teachers; Teacher Education Programs; Teaching Methods; *Theory Practice Relationship
IDENTIFIERS- Computer Users; *Technology Integration; Technology Utilization; *University of Houston Clear Lake TX

This study examined the technology preparation component of two University of Houston-Clear Lake (UHCL) preservice teacher education programs: the traditional teacher education program and the Teacher Education Advancing Academic Achievement Model (TEAM) Collaborate teacher education program. Some characteristics of TEAM were: a year-long site based internship, university and site-based mentor teams, professional development of public school teachers and university faculty, higher education and public school collaboration in professional development schools, and infusion of technology into the public school and education curriculums. The traditional program and TEAM were compared by measuring the extent to which graduates transferred their newly acquired computer-technology skills and knowledge into their first-year of actual teaching practice. Responses to a technology use questionnaire indicated that a greater mean percentage of the 15 first-year TEAM graduates: (1) acquired greater knowledge of the functions and features of computer software and hardware, (2) learned how to use a variety of computer software and hardware tools to enhance their performance, and (3) developed skills and knowledge necessary to integrate computer software and hardware with instruction when compared to 15 traditional UHCL education graduates. Six recommendations to help preservice and inservice programs, school districts, and local schools ensure commitment to the long-term use of computer software and hardware are suggested. (Contains 33 references.) (Author/ND)

ED 394 950 SP 036 654

Connor, Kathy; Killmer, Nadine
Evaluation of Cooperating Teacher Effectiveness.
PUB DATE- Oct 95
NOTE- 21p.; Paper presented at the Annual Meeting of the Midwest Educational Research Association (Chicago, IL, October 11-14, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Cooperating Teachers; Elementary Secondary Education; Higher Education; Practicum Supervision; *Preservice

ED 394 966 SP 036 682

Rigden, Diana
What Business Leaders Can Do To Help Change Teacher Education. Second Edition. AACTE Forum Series.
PUB DATE- 96
NOTE- 46p.; Foreword by David Rockefeller, Jr.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Business Responsibility; *Corporate Support; Economic Impact; Elementary Secondary Education; *Financial Support; Higher Education; Leadership Responsibility; *Partnerships in Education; *Preservice Teacher Education; Private Sector; Public Relations; *School Business Relationship; School Community Relationship; Teacher Education Programs

This publication offers suggestions for business leaders on how they can help support the reform of teacher education and, in the process, create the diverse, qualified, and culturally responsive teaching force that is needed. Through grant making, technical assistance, and cooperative effort, corporate officials can help to reformulate the job of teacher development from a continuous, systems perspective, i.e., teachers should not be produced by one sector (teacher education schools) to be consumed by a different, unrelated sector (schools). Education can learn much from business about managing diversity and developing human potential. Yet business leaders must first learn the education issues and under what conditions and with what success they can be addressed. Second, they must choose options or entry points best suited to educational expectations, needs, and resources. Third, they must develop a clearly focused strategy, monitor its progress, and record its effectiveness. Specific opportunities for business leaders include: supporting efforts to recruit top students into teaching, promoting efforts to improve teachers' content knowledge, helping teachers to learn a variety of ways to teach students, and supporting and advocating the redesign of teacher education. Business has the power to bring difficult education issues to the attention of state and local officials and to influence creative approaches to solving them. Financial support for path-breaking reforms in teacher education is critical, and the opportunities for corporate investment are great as evidenced by cited examples of existing business support for teacher education. A list of organizations working on teacher education is appended. (NAV)

ED 394 967 SP 036 683

Alternative Paths to Teaching: A Directory of Postbaccalaureate Programs. Second Edition.
PUB DATE- Jan 96
NOTE- 199p.; For the first edition, see SP 036 683.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Alternative Teacher Certification; College Graduates; Education Courses; Elementary Secondary Education; Graduate Study; Higher Education; *Masters Programs; National Surveys; Program Content; Program Descriptions; *Required Courses; *Teacher Education Programs; *Teaching (Occupation)

This directory presents information on 328 programs in colleges

ED 394 983 TM 024 626

Meyerson, Maria J.
Naturalistic Assessment: Teachers' Concerns and Confidence.
PUB DATE- Apr 95
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; *Educational Assessment; Educational Change; Elementary Secondary Education; *Evaluation Methods; *Graduate Students; Graduate Study; Interviews; Literacy; Principals; Professional Development; Significant Others; Teacher Attitudes; *Teachers; Teaching Conditions
IDENTIFIERS- Confidence; *Naturalistic Evaluation; Stages of Concern

This study examined the concerns and confidence of 10 educators (9 elementary and secondary school teachers and 1 school principal) as they adopted naturalistic assessment procedures. Participants enrolled in a 4-month graduate course and implemented various literacy assessment procedures in their classrooms. Data were collected through the Stages of Concern Questionnaire (SCQ), interviews, confidence ratings, written narratives, and field notes from class discussions. Group results from the SCQ indicated a shift from "self" to "impact" concerns. Confidence ratings increased over time; narratives showed that participants were confident in their abilities to implement naturalistic assessment but were not confident about the success of naturalistic assessment beyond their classrooms. Factors that influenced confidence were identified and categorized as: (1) teacher uniqueness; (2) professional development; (3) significant others; and (4) teaching environment. The participants felt that naturalistic assessment empowered them as well as their students. Portraits were developed for each participant that demonstrated the importance of a supportive teaching environment to the success of naturalistic assessment. (Contains 1 table, 3 figures, and 15 references.) (Author/SLD)

ED 394 984 TM 024 634

Huang, Chi-yu; And Others
A Generalizability Theory Approach To Examining Teaching Evaluation Instruments Completed by Students.
PUB DATE- Apr 95
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; *College Students; *Course Evaluation; Evaluation Methods; *Generalizability Theory; Higher Education; *Student Evaluation of Teacher Performance; Test Construction; Test Reliability; *Test Use
IDENTIFIERS- *Variability

Generalizability theory is used to examine the sources of variability present in a teacher and course evaluation instrument. Two studies were conducted. In the first study,

ED 395 005 TM 025 001

Stocking, Martha L.; And Others
Factors Affecting the Sample Invariant Properties of Linear and Curvilinear Observed- and True-Score Equating Procedures.
PUB DATE- Aug 88
NOTE- 95p.; Version of a paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1988).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Equated Scores; *Item Response Theory; *Sample Size; Simulation; *True Scores
IDENTIFIERS- Curvilinear Functions; Equipercentile Equating; Invariance; Levine Equating Method; Tucker Common Item Equating Method

A sequence of simulations was carried out to aid in the diagnosis and interpretation of equating differences found between random and matched (nonrandom) samples for four commonly used equating procedures: (1) Tucker linear observed-score equating; (2) Levine equally reliable linear observed-score equating; (3) equipercentile curvilinear observed-score equating; and (4) item response theory (IRT) curvilinear true-score equating. The results support the prediction based on theoretical grounds that observed-score equating methods are more affected by sample variation than are true-score equating methods. These results further suggest that matching equating samples on the basis of fallible measures of ability may not be advisable for any conventional equating method except the Tucker method. In addition, the results support a particular hypothesis about IRT equating, suggesting that the use of matched samples cannot be recommended for this equating method either. (Contains 8 tables, 8 figures, and 12 references.) (Author/SLD)

ED 395 006 TM 025 002

Kirsch, Irwin S.; And Others
The Influence of Reading Patterns on the Proficiencies of Young Adults.
PUB DATE- Nov 88
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Competence; Interviews; *Literacy; Minority Groups; National Surveys; *Performance Factors; Reading Achievement; *Reading Habits; Reading Skills; Recreational Reading; Regression (Statistics); *Skill Development; *Young Adults
IDENTIFIERS- *National Assessment of Educational Progress

Using data collected by the National Assessment of Educational Progress (NAEP) through its literacy assessment of young adults, this study addressed the question of whether adult patterns of reading activity related to demonstrated proficiencies. Five reading patterns were developed that represent various combinations of high and low activity with newspapers, magazines, books, and brief documents. Interviews were conducted with 3,618 representative young adults from the NAEP sample. These patterns were found to be related to performance on the three NAEP literacy scales--prose, document, and quantitative--for the total population and for major subgroups as well. Through regression analyses, these patterns

ED 395 026 TM 025 044

Bennett, Randy Elliot; And Others
The Relationship of Constrained Free-Response to Multiple-Choice and Open-Ended Items.
PUB DATE- Jun 89
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; *Computer Science; Computer Software; *Debugging (Computers); *Factor Structure; Goodness of Fit; Higher Education; Multiple Choice Tests; Scoring; *Test Construction; Test Items
IDENTIFIERS- Advanced Placement Examinations (CEEB); Confirmatory Factor Analysis; Constraints; *Free Response Test Items; Open Ended Questions

This study examined the relationship of a machine-scorable, constrained free-response computer science item that required the student to debug a faulty program to two other types of items: multiple-choice and free-response requiring production of a computer program. The free-response items were from the College Board's Advanced Placement Computer Science Examination. Data were from 614 college students for whom records were complete. Confirmatory factor analysis was used to test the fit of a three-factor model to these data and to compare the fit of this model to three alternatives. These models were fit using two random-half samples, one given a faulty program containing one bug and the other a program with three bugs. A single-factor model best fit the data for the sample taking the one-bug constrained free-response, and a two-factor model fit the data for the second sample. In addition, the factor intercorrelations showed this item type to be significantly related to both the free-response items and the multiple-choice measures. An appendix gives samples of the item types. (Contains 7 tables and 21 references.) (Author/SLD)

ED 395 027 TM 025 045

Stocking, Martha L.
Empirical Estimation Errors in Item Response Theory as a Function of Test Properties.
PUB DATE- Feb 89
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Estimation (Mathematics); *Item Response Theory; *Maximum Likelihood Statistics; Models; Test Construction; *Test Items
IDENTIFIERS- BILOG Computer Program; Calibration; Empirical Research; *LOGIST Estimation Procedures; Marginal Maximum Likelihood Statistics

The success of applications of item response theory (IRT) depends upon the properties of the estimates of model parameters. Many theoretical properties of these estimates have been extensively studied. However, the properties of estimates obtained empirically from real data depend not only on the theoretical results, but also on the data and the estimation procedures used to obtain them. In this paper, the properties of estimates obtained from a commonly-used implementation of the joint maximum likelihood approach (LOGIST) are examined extensively and shown to be, in part, functions of the properties of the

ED 395 047 UD 030 860

350 Tested Strategies To Prevent Crime. A Resource for Municipal Agencies and Community Groups.
SPONS. AGENCY- Department of Justice, Washington, DC. Bureau of Justice Assistance.
PUB DATE- 95
NOTE- 394p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agencies; *Community Programs; *Crime Prevention; Dropouts; Drug Abuse; Partnerships in Education; Program Descriptions; Public Education; Resources; Safety; Social Bias; *Urban Problems; Violence; *Youth Programs
IDENTIFIERS- *Strategy Choice

In the past few years, there has been a groundswell of community partnerships to prevent crime and drug abuse. This compilation presents prevention strategies, rather than programs, to help communities focus on adapting and tailoring program ideas and crime prevention techniques to local needs and circumstances. The strategies described are real-life approaches rather than textbook theories. Each strategy is illustrated with program examples. The 350 strategies are grouped into the following categories: (1) public education; (2) community mobilization; (3) youth programs and dropout prevention; (4) law-enforcement and community links; (5) safe and attractive public places in cities and in schools; (6) economic development; (7) violence; (8) drugs; (9) bias crimes; and (10) property crime. Chapters highlight key components, partnerships, and obstacles for each strategy. A reference bibliography concludes each chapter, and a resource guide provides information on 109 groups with resources and program examples. (SLD)

ED 395 048 UD 030 861

Suleiman, Mahmoud F.
Achieving Congruence between Learning and Teaching Styles in Linguistically Diverse Environments.
PUB DATE- 96
NOTE- 20p.; Paper presented at the Annual Meeting of the National Social Science Conference (San Diego, CA, March 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Education; *Cognitive Style; *Cultural Awareness; Cultural Differences; Elementary Secondary Education; Language Arts; Minority Groups; *Multicultural Education; *Teaching Styles; Urban Schools
IDENTIFIERS- *Language Minorities; *Linguistic Pluralism

While several studies focus on how students learn, very few focus on how teachers teach. It has been assumed that successful learning is judged by effective teaching. To carry out learning tasks successfully, it is important for students to have multiple learning opportunities and "style-shift" while learning. On the other hand, teachers should achieve a balance between teaching strategies and the students' unique learning styles. Thus, teachers are encouraged to adjust their teaching strategies in light of the different learning styles of the students. This is especially true in today's increasingly diverse classrooms where multiple ways of knowing, learning, classroom. Recommendations include: (1) further research should be conducted to better define the elements of home and community as well as school learning processes; (2) classroom programs for young children should be adapted through changes to classroom structures, instructional strategies and materials development, to more closely align home and school learning; and (3) mechanisms for communicating student progress to parents and other teachers should be developed to increase parent involvement and the concept of shared responsibility for effective learning in the child's community. Fifteen appendixes provide supplemental information, including instruments used in the study. (Contains 3 tables, 16 figures, and 19 references.) (SLD)

ED 395 069 UD 030 901

Educational Needs Assessment for the Pacific Region, 1993-1994.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 95
NOTE- 190p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrators; *Curriculum Development; Educational Change; Educational Technology; *Elementary Secondary Education; Foreign Countries; Information Needs; *Needs Assessment; Parents; *Professional Development; Research Needs; Resource Allocation; *Secondary School Students; *Teachers
IDENTIFIERS- *Pacific Region

This needs assessment survey is the update of one conducted in the Pacific region in 1992. Results were intended to help the Pacific Region Educational Laboratory make decisions about the educational needs of children in the Pacific region. Nine general educational areas, with 34 needs, were defined and presented in questionnaire form. The needs assessment questionnaire was completed by 1,046 individuals from 9 states and nations in the Pacific (excluding Hawaii). Respondents included teachers, secondary school and university students, principals, district and central administrators, and community members, including parents. While there were slight differences among the nine entities, professional development, systemic reform, and resources and information acquisition were generally recognized as the most important areas for education in the Pacific region. The most progress was generally thought to have been made in professional development; governance, management, and planning; and curriculum and instruction. Use of technology, helping at-risk youth, and resource and information acquisition were considered the areas in most need of attention. The questionnaire is appended. (Contains 42 figures, 58 tables, and 12 references.) (SLD)

ED 395 070 UD 030 902

Remoteness and Access to Learning Opportunities in the Pacific Region.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 95
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test,

training, and technical assistance on issues related to self-sufficiency. The organization of this directory reflects the employment and training system's new agenda, focusing on issues, programs, and strategies believed central to the task of building long-term self-sufficiency. The guide is divided into three major sections: (1) Youth Issues; (2) Systems and Program Design; and (3) Collaboration/Partnerships. Within each section, organizations are further grouped into subsections around specific issues and program strategies. The information comes from practitioners and researchers, reviews of publications, and calls to clearinghouses and public interest groups. An appendix provides brief summaries of 20 pieces of key federal legislation related to youth and self-sufficiency services. (SLD)

ED 395 089 UD 030 930

Richardson, Willie
Reclaiming the Urban Family. How To Mobilize the Church as a Family Training Center.
PUB DATE- 96
NOTE- 272p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Blacks; *Church Role; *Family (Sociological Unit); Family Characteristics; Marital Satisfaction; Marriage Counseling; Mate Selection; Money Management; One Parent Family; Outreach Programs; Prevention; Problem Solving; Role Models; *Training; *Urban Areas

Ways to establish or improve ministries to African American families and ways to make the church a training center for outreach, prevention, enrichment, and problem solving are explored. Part 1 addresses the spiritual challenge, and points out that the pastor's family is looked on as a model family, and that pastors must learn to be better spouses and parents. Part 2 discusses the training of single Christians to prepare them for successful marriage. Selecting a lifelong partner must be done with deliberation. Part of the preparation for marriage, as discussed in Part 3, is reaching financial stability. Training and knowledge can prevent, and can often resolve, the financial problems that weaken some families. Part 4 considers training one-parent families so that their children can establish stable two-parent homes. This type of communication and understanding can be taught through the churches as family training centers. Suggestions for further reading follow each chapter, but the appendixes present a list of 16 African Americans as resource persons on family issues and a list of 21 ministries and organizations for help on family issues. (Contains three figures.) (SLD)

ED 395 090 UD 030 932

King, Sherry Jackson
An American Cultural Awareness Group To Promote Daily Attendance of Adolescent Married Hmong Females.
PUB DATE- 93
NOTE- 92p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports -

bring something of yourself into the artwork); (7) "Landscape"; (8) "Student Designed Tessellations"; (9) "Illustrations"; and (10) "Shapes in Architecture." The guide also provides: "KidPix Overview"; "Suggestions for Working with the CDB Population"; "CBD Student Characteristics"; and "Appendix of Computer-Generated Student Illustrations." (MM)

ED 394 897   SO 026 499

Frame, Charles
Access to the Arts through Assistive Technology.
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.
PUB DATE- Jul 92
NOTE- 52p.; Unicorn Board, and Touch Talker/Light Talker overlays, Adaptive Firmware Card setup disk, and Trace-Transparent-Access Module (T-TAM) code not available from EDRS.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Art Activities; *Assistive Devices (for Disabled); Childrens Art; *Computer Assisted Instruction; Computer Graphics; Computer Peripherals; Computer Software; *Computer Uses in Education; Elementary Secondary Education; *Special Education; *Special Needs Students; Visual Arts; Workshops

Personnel in the rehabilitation field have come to recognize the possibilities and implications of computers as assistive technology for disabled persons. This manual provides information on how to adapt the Unicorn Board, Touch Talker/Light Talker overlays, the Adaptive Firmware Card setup disk, and Trace-Transparent Access Module (T-TAM) to assist individual clients. The information is organized in 4 parts: Part 1: "Introduction"; Part 2: "The Adaptive Firmware Card"; Part 3: "Trace Transparent Access Module" (T-TAM); and Part 4: "Setups and Overlays for Creativity Programs." Three appendices provide supplementary information: Other Adaptive Interfaces, Troubleshooting Operational Difficulties, and Equipment Configuration Diagrams. (MM)

ED 394 898   SO 026 501

Zurmuehlen, Marilyn, Ed.
Correspondences in Art Education: Approaching Authenticity.
PUB DATE- 85
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Aesthetics; *Art Education; *Critical Thinking; Secondary Education; *Visual Arts

This document excerpts journals of eight artists, as they observe and comment on events in their daily lives. Seemingly mundane moments become aesthetic experiences through their eyes, and rare glimpses are afforded of approaches to learning, teaching, and preliminaries to studio work. The artists included are: (1) Amidon Perfond (edited by Kenneth Beittel of Pennsylvania State University); (2) Steve McGuire (University of Iowa); (3) Priscilla Fenton (University of Iowa); (4) Christine Thompson (University of Iowa); (5) Robert Troxell (Washburn University); (6) Andrew Svedlow (Pennsylvania State University); (7) Scott Meyer (Pennsylvania State University); and (8) Marilyn

Design; Program Effectiveness; *Student Teachers; Student Teacher Supervisors; *Student Teaching

This study investigated the effects of a newly redesigned teacher education internship program at West Texas A&M University, the STEP (Student/Teacher Expanded Program) program, on teaching interns' performance. STEP participants were placed in 1-year internships and paid 75 percent of a beginning teacher's salary. Carefully screened teachers who exemplified excellence in their field and who were provided with training in cognitive coaching mentored the participants. The university supervisor, the mentor teacher, and the building administrator also participated in the mentoring process. Nine students in a traditional student teaching program formed a control group. Teacher performance was assessed using a survey to measure perceived attainment of state proficiencies for teachers; reflective journals, portfolios and videotapes produced by interns; and a final project evaluation completed by interns, principals, and mentor teachers. Quantitative evaluation found that the STEP participants received higher ratings than the control group, particularly in Proficiencies of Learner-Centered Knowledge and Equity in Excellence. In qualitative evaluation STEP participants were more concerned with student learning, needs, and welfare, while the control group were more concerned with their own performance. Overall, the findings confirmed that the STEP program was superior to the traditional teaching preparation program. The study instrument is appended. (Contains 14 references.) (JB)

ED 394 916 SP 036 588

King, Franklin L.; And Others
The Technology Scholarship Program for Alabama Teachers at Jacksonville State University.
PUB DATE- 29 Oct 95
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Admission Criteria; Computer Software; Computer Uses in Education; Distance Education; *Educational Technology; *Graduate Study; Higher Education; *Inservice Teacher Education; Internet; Multimedia Instruction; Public School Teachers; *Scholarships; State Legislation; State Programs; Technological Literacy; Technology Education
IDENTIFIERS- *Alabama; Jacksonville State University AL

The Alabama Commission on Higher Education (ACHE) recently established the "Technology Scholarship Program for Alabama Teachers" (TSPAT). Jacksonville State University (JSU) is one of the state institutions participating in the program, which was funded by Act 93-636 of the Alabama Legislature. The program addresses technological literacy, multimedia computer-based instructional technologies (both current and emerging), popular instructional software, distance learning, and communication "superhighways." The targeted audience includes graduate level, employed teachers from Alabama public schools who are currently enrolled in a participating institution of higher education. Emphasis is on equipping teachers with diverse technologies that can be used effectively to stimulate creative thought in children. TSPAT has been in effect since 1994, and early indications have been favorable. This article familiarizes other educators with this unique teacher education program, and suggests ways to benefit the larger academic community and the public schools in particular. The article is

Teachers; *Mentors; Program Development; Secondary School Teachers; Teacher Evaluation; Teaching Methods

This paper offers suggestions on how to help new teachers during their first year of teaching by offering a mentorship program with an established teacher on the school staff. A mentor is someone to whom the first-year teacher can turn during all the turbulence that is part of beginning any career, but especially for a beginning teacher in a roomful of difficult children. This type of mentoring is more likely to succeed if certain guidelines are followed and modified as necessary to meet the needs of the particular school and staff. Approaching the project as a full-staff development project is suggested as one way to a successful program. It is also recommended that one take time to outline carefully what is expected of the mentor and the beginning teacher, allowing for flexibility. Confidentiality between mentor and beginning teacher is important, and the mentor must provide continuous feedback, rather than final evaluation. Mentors should be formally prepared for their role as mentor, and they should receive on-going support in this additional staff role. Further considerations are that the mentoring program is an addition to, not a substitute for, principal and teacher assistance to first-year teachers and that the working environment conditions must be considered. The age of the first-year teacher is also an important factor in mentorship. It is suggested that such a mentorship program is a powerfully positive professional experience for both the beginning and veteran teacher. (Contains 20 references.) (NAV)

ED 394 933 SP 036 619

Gee, Jerry Brooksher

New Perspectives Regarding Reasons for Becoming a Teacher: A Study of Teachers and Undergraduates in Education.

PUB DATE- Nov 95

NOTE- 12p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (24th, Biloxi, MS, November 8-10, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- Comparative Analysis; Education Majors; Elementary Education; Higher Education; Professional Development; Social Development; *Student Teacher Attitudes; Surveys; *Teacher Attitudes; Teacher Morale; *Teacher Role; *Teacher Student Relationship; Teaching (Occupation); *Teaching Experience; Undergraduate Students

This study was conducted to survey undergraduates majoring in education and teachers in the field regarding reasons for becoming a teacher and to determine levels of variance in response between these two groups. In the Spring of 1994, a survey instrument containing 10 reasons for becoming a teacher was pilot tested with 110 teachers and 152 undergraduate education majors. Chi-square and bivariate correlation-regression were used to analyze the data obtained. Findings revealed that classroom teachers perceived value to society as the primary reason for being a teacher; a preference to work with children was second. For undergraduates, a preference to work with children was the prime motivator, with social value ranking third in importance. Informal interviews with the undergraduates were conducted to obtain additional insights into why these students chose to become teachers. A second set of instruments rated the results of the first instrument with

Teacher Education; *Student Teachers; *Student Teaching; Teacher Education Programs; *Teacher Effectiveness; *Teacher Supervision

Data were collected from 307 senior level student teachers over 3 semesters in rural and urban placements and from 78 cooperating teachers on the qualities they considered most important for cooperating teachers. Cooperating teachers also offered information about skills and practices that work successfully in the student teaching relationship. Both groups completed open-ended questionnaires, the results of which were categorized and responses listed in order of frequency. Findings indicated that selection would center on individuals with the ability to communicate and provide feedback and who are open to sharing their internal and external resources. Additional characteristics would include ability to provide a supportive environment, organization, enthusiasm, pedagogical knowledge, and flexibility. Formal, periodic cooperating teacher evaluation is recommended. Four suggestions are made for cooperative teacher training programs. First, a collaborative approach between colleges and school districts would give the cooperating teachers the increased respect and recognition they deserve. Second, inclusion of current research in cooperative teacher training would ensure that teachers are current with current teacher training methodology. Third, training in interpersonal communication skills should be provided, including developments and techniques in mentoring, counseling, conferencing, and observation of student teachers. Fourth, clearly stating expectations concerning effective qualities of students as well as cooperating teachers would improve the cooperating teacher-student teacher relationship which, in turn, would improve the student teaching experience. The program evaluation form, table of student teachers' views, table of cooperating teachers' views, and feedback forms are attached. (NAV)

ED 394 951 SP 036 655

Morton, Mary Lou; And Others
A Variety of Ideal Visions: A Study of Teacher Education.
PUB DATE- Oct 95
NOTE- 19p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (October 11-14, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Educational Quality; Elementary Secondary Education; Higher Education; Partnerships in Education; *Preservice Teacher Education; Student Research; *Teacher Attitudes; *Teacher Education Programs; Teacher Educators; *Theory Practice Relationship
IDENTIFIERS- *Idealism

A study by teacher education students identified the views on teacher education of 12 professors and administrators involved in teacher education at a large university in the Midwest. It was hoped that these perspectives would provide insights into possible areas of growth and change, and capture various visions of an "ideal" teacher education program. The data, gathered through interviews, were analyzed for common themes and reported as visions and challenges. Common visions were described in terms of "what is" versus "what should be"; perceptions of the type of students in the ideal program; support for the study of multicultural ideas and diverse and universities for individuals who already have a bachelor's degree and wish to earn a teaching license, a master's degree in teaching, or both. Information was gathered from a fall 1995 survey of the member institutions of the American Association of Colleges for Teacher Education; information reflects State and institutional requirements at that time. Programs offered by State governments, school districts, or other sources are not included. Programs are arranged in alphabetical order by State and by institution of higher education and include the approximate time needed to complete the program, usually in months. Some programs require extended placements in elementary or secondary schools as part of the course of study which may cause hardship for those working full-time while studying. Descriptions offer an idea of each program's requirement, the levels and types of teaching license that may be earned, and whether or not a master's degree is offered. Program descriptions also list credential areas and contact person with address information. A glossary of terms is provided along with tips for anyone considering a teaching career. Additional teacher education resources are also cited. (NAV)

ED 394 968 SP 036 684

Merryfield, Merry M., Ed.
Making Connections between Multicultural and Global Education: Teacher Educators and Teacher Education Programs.
PUB DATE- 96
NOTE- 274p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Case Studies; *Cultural Pluralism; Curriculum Development; Elementary Secondary Education; Faculty Development; Foreign Countries; *Global Education; Higher Education; *Interdisciplinary Approach; *Multicultural Education; Profiles; Program Implementation; Teacher Characteristics; *Teacher Education Programs; *Teacher Educators
IDENTIFIERS- Canada

This publication is the product of an ongoing study of how teacher educators in the United States and Canada are bridging the gap between multicultural and global education to prepare teachers for diversity, equity, and interconnectedness in the local community, the nation, and the world. The first part of the book is an essay that synthesizes data collected from 77 teacher educators to investigate how they were making connections between multicultural and global education and the advice these teacher educators have for others who may be looking for new programmatic approaches, pedagogies, or resources that can help in making such connections or in strengthening ongoing initiatives. The second part of the book is a collection of profiles written by the teacher educators about their lives and work in multicultural and global education. These teacher educators were nominated by American Association of Colleges for Teacher Education member institutions and leaders in multicultural and global education as exemplary in the ways in which they are intentionally making connections between multicultural and global education. The profiles provide information on the background of each of the teacher educators, their conceptualizations of multicultural and global education, lessons they have learned, their recommendations, and resources they are willing to share. The profiles also illustrate efforts in teacher education programs, courses, special projects, professional development schools, four different forms commonly used by one specific college of a large midwestern university were examined using responses of 915 students. The analysis of variance performed on each form separately indicated that one form did not generalize well across students in comparison with the other three. In the second study, the performance of a five-item form across three levels of courses (734 students in undergraduate, intermediate, and graduate courses) in one specific college were examined. The course evaluations from graduate level students were found to be more reliable. In this case, evaluations of undergraduate level courses should not be considered as reliable and generalizable as those collected in higher level courses. (Contains nine tables and nine references.) (Author/SLD)

ED 394 985 TM 024 638

Boshuizen, Henny P. A.; And Others
Monitoring the Development of Expertise in a Problem-Based Curriculum.
PUB DATE- Apr 95
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavioral Sciences; Case Studies; Clinical Diagnosis; Educational Assessment; Evaluation Methods; Foreign Countries; Higher Education; *Knowledge Level; Medical Education; *Medical Students; *Skill Development; *Student Evaluation; Test Construction; *Test Validity
IDENTIFIERS- *Expertise; Monitoring; Netherlands; *Problem Based Learning

A study was undertaken to investigate the validity of a progress test, the Maastricht Progress Test, that was designed to measure knowledge and clinical reasoning growth in a problem-based medical curriculum. Scores and subscores of about 40 students per year (total sample of 195) on the different categories of the progress test were compared with scores on a clinical reasoning test. Both tests revealed the same pattern of increasing scores over the years, and they had a high correlation. Further analyses revealed that the clinical science component, in particular, of the progress test explained the variations in the clinical reasoning test scores. Knowledge of behavioral sciences had a small but independent contribution. Outcomes are discussed from the perspectives of research and theory on the development of medical expertise, and educational consequences are discussed. An appendix contains an example problem. (Contains one table, three figures, and four references.) (Author/SLD)

ED 394 986 TM 024 718

Duek, JodyLee Estrada; Wilkerson, LuAnn
Learning Issues Identified by Students in Tutorless Problem-Based Tutorials.
PUB DATE- 95
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Cooperative Learning; *Educational Objectives; Group Dynamics; Group Membership; *Learning

were shown to have importance in explaining the literacy performance levels of America's 21- to 25-year olds. These findings are discussed in the context of recent cognitive research that emphasizes the importance of graded contextual practice in the transition from novice to expert status. (Contains 5 tables and 40 references.) (Author/SLD)

ED 395 007 TM 025 003

Murphy, Richard T.
Evaluation of Al Manaahil: An Original Arabic Children's Television Series in Reading.
PUB DATE- Aug 88
NOTE- 124p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Literacy; Adults; *Arabic; Broadcast Television; *Childrens Television; *Educational Television; Elementary Education; *Elementary School Students; Foreign Countries; Program Evaluation; *Reading Instruction; Reading Tests; Sex Differences; *Student Attitudes; Test Items
IDENTIFIERS- *Al Manaahil; Jordan; Morocco; Tunisia

Between April 1985 and January 1988, the Educational Testing Service evaluated Al Manaahil (The Sources), a television series in reading for Arab children. The series, produced and broadcast in Jordan, contained 65 half-hour shows in Modern Standard Arabic for children in grades 1 through 4. More than 5,000 children in Jordan, Morocco, and Tunisia were tested in the evaluation. Test data from Jordan showed a positive impact on children's reading skills. Positive results were similar for boys and girls, and they held up across different tests and different schools. Positive results were more pronounced on items more clearly related to specific reading goals. Most children liked the series, and responses of parents and teachers were also positive. A majority of teachers (54%) reported that the series had a positive or very positive effect on their teaching. Participants in an adult literacy program (33 of 83 participants) reported that they watched the programs on a regular basis, and viewers performed better on the series test battery than did nonviewers. Six appendixes provide details about the program; its test battery; the parent, teacher, and adult questionnaires; and the advisory committee for test development. (Contains 5 figures and 17 tables.) (Author/SLD)

ED 395 008 TM 025 004

Cook, Linda L.; And Others
Achievement Test Scaling.
PUB DATE- Jun 88
NOTE- 223p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Tests; College Entrance Examinations; Comparative Analysis; Correlation; Higher Education; *Mathematics Tests; *Scaling; *Scores; Scoring; Test Results; *Verbal Tests
IDENTIFIERS- *College Board Achievement Tests; Scholastic Aptitude Test

Scaling is carried out in an effort to increase the comparability of scores obtained on different tests. This study explored the relationships between College Board Achievement Test scores and test or item set being calibrated. A small study is also made of the properties of estimates obtained from a commonly-used implementation of the marginal maximum likelihood approach (BILOG). Recommendations are made for the improvement of both procedures. (Contains 3 tables, 23 figures, and 29 references.) (Author)

ED 395 028 TM 025 046

Braun, Henry I.; Wainer, Howard
Making Essay Test Scores Fairer with Statistics. ETS Program Statistics Research Technical Report No. 89-90.
PUB DATE- Oct 89
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Essay Tests; Estimation (Mathematics); *Interrater Reliability; *Scoring; *Statistical Analysis; Trend Analysis; *True Scores
IDENTIFIERS- *Advanced Placement Examinations (CEEB); *Calibration; Fairness; Variability

A desirable goal would be to develop a methodology for scoring essays so that the final grades are less affected by when or by whom each essay was read. It seems sensible to derive such grades by somehow adjusting the ratings originally given by each reader. This essay describes a solution that relies on statistical adjustment, using the context of the College Board's Advanced Placement program. Nonstatistical provisions, such as rater training, are in place to minimize the potential impact of rater differences on grades, but there is no simple way of getting a true score for an essay. The basic idea in using statistical thinking to help is to reduce the effect on scoring reliability of some of the sources of variability through calibrating readers and days on which essays are read. Estimating the relative stringency of raters and the scoring trends across time is made possible by the choice of experimental design developed by statisticians. An example illustrates the approach. Calibration experiments on five different Advanced Placement examinations showed that, in general, calibrated scores enhance reliability, but there are obstacles to overcome before the approach can be operationalized with actual essays. (Contains three tables and three references.) (SLD)

ED 395 029 TM 025 047

Hale, Gordon A.; And Others
Confirmatory Factor Analysis of the Test of English as a Foreign Language. TOEFL Research Reports, Report 32.
PUB DATE- Dec 89
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ability; Adults; *English (Second Language); *Factor Structure; *Language Tests; *Listening Comprehension; *Research Methodology; Test Construction
IDENTIFIERS- *Confirmatory Factor Analysis; *Test of English as a Foreign Language

Previous studies found inconsistent results about the factor structure of the Test of English as a Foreign Language (TOEFL), with one study finding a two-factor structure and the other, a three-factor solution. This study investigated those and interacting have to be valued and celebrated. The purpose of this paper is to: (1) identify different learning styles of culturally and linguistically diverse students and show how they can be met in language arts instruction; (2) identify strategies for teachers to provide all students with optimal learning opportunities by valuing the learners' preferred ways of learning; and (3) provide pedagogical implications for bilingual and multicultural teachers to achieve congruence between teaching and learning styles in language arts lessons. (Contains 1 figure and 23 references.) (Author)

ED 395 049 UD 030 862

Matus, Don E.
Urban High School Classroom Management: A Humanistic Approach.
PUB DATE- 90
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Techniques; Cultural Differences; Disadvantaged Youth; High Schools; *High School Students; *Humanistic Education; Poverty; Self Esteem; Student Motivation; Student Teachers; Teaching Methods; Urban Schools; *Urban Teaching; Urban Youth; *Youth Employment

This paper identifies conditions in the lives of poor urban high school students that may cause classroom management problems. Urban student teachers are urged to look at these conditions from a humanistic perspective to help them understand their students and deal effectively with those problems. Specific urban secondary classroom management problems are identified, and strategies for handling these problems are offered. Humanistic teaching means pupil-centered teaching that recognizes students as individuals, respects their differences, and tries to help them in their personal, social, emotional, and academic lives. The real difference between urban and suburban high school classroom management rests with events happening outside the classroom. The problems of students who may have to work, or who may have no time for homework, or a place to do it, or whose lives may be disrupted by homelessness or family problems, must be recognized by the urban teacher. Motivating poor urban minority students with low self-esteem to strive for academic excellence is a serious challenge for student teachers. The core of strategies for solving the problems of urban students is promoting self-esteem. (Contains 12 references.) (SLD)

ED 395 050 UD 030 863

Lewis, Anne C.
Believing in Ourselves. Progress and Struggle in Urban Middle School Reform, 1989-1995.
PUB DATE- Nov 95
NOTE- 257p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Educational Change; Educational Policy; Information Dissemination; *Instructional Leadership; Intermediate Grades; Junior High Schools; Knowledge Level; *Middle Schools; Networks; Principals; Program Evaluation; School Desegregation; *School Restructuring; *Urban Schools

Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Access to Education; *Educational Quality; Elementary Secondary Education; Equal Education; *Geographic Isolation; Instructional Effectiveness; Private Schools; Public Schools; Rural Environment; *Rural Schools; *School Effectiveness; Social Isolation
IDENTIFIERS- *Opportunity to Learn; *Pacific Region

The Remoteness and Access to Learning Opportunities in the Pacific Region Study was carried out to investigate whether access to learning opportunities (ALO) is related to the remoteness and isolation of many schools in the Pacific region. The study also profiles the conditions of remote and isolated schools and the ALO for Pacific students. Seven entities (American Samoa, Commonwealth of the Northern Mariana Islands, Republic of the Marshall Islands, Republic of Palau, and Chuuk, Pohnpei, and Yap States of the Federated States of Micronesia) participated in the study. Data were collected from a total of 230 public and private elementary and secondary schools. Analyses were conducted on one composite and three single remoteness variables and 25 ALO indicators. About half of the schools fell in the upper half of a remoteness scale constructed for the study. Some faculty and staff indicators favored remote schools, but some, such as fewer teachers with bachelor's degrees, did not. Remote schools generally had less equipment and fewer student services, but curriculum was not directly affected by remoteness. Recommendations for improving access in the region include: (1) recognize and build upon the fact that remote schools may have certain advantages over less remote schools; (2) put more resources into physical equipment and books for more remote schools; (3) put more resources into student services, especially special education; (4) provide special training for the staff of more remote schools in implementing policies; (5) increase emphasis on staff development; and (6) conduct more in-depth research into the nature of the educational experience in remote isolated schools. Appendixes describe the relationship between remoteness and ALO indicators and present the study instruments. (Contains 90 tables and 17 references.) (SLD)

ED 395 071 UD 030 903

Kawakami, Alice J.; And Others
A Study of Risk Factors among High School Students in American Samoa.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 95
NOTE- 29p.; For related documents, see UD 030 904-907.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Administrators; Behavior Patterns; Child Abuse; Family Environment; High Risk Students; High Schools; *High School Students; Language Proficiency; Predictor Variables; *Risk; *Secondary School Teachers; *Student Attitudes; Teaching Experience
IDENTIFIERS- *American Samoa; Pacific Region

This study provides a profile of variables related to the status of students at risk of failure in public high schools in American Samoa during the 1993-94 school year. It is part of a larger study looking at high schools in some of the 10 American-affiliated Pacific political entities. In American Samoa, data were collected from 50 student records and interviews with 62 students (30 at-risk and 32 not at-risk), 40 families, 5 school

Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Acculturation; *Adolescents; Asian Americans; *Attendance; Coping; *Cultural Awareness; *Females; Group Membership; *Hmong People; Junior High Schools; Marital Status; Middle Schools; Parent Education; Parent Participation; Social Support Groups
IDENTIFIERS- United States (Midwest)

School attendance was irregular for female Hmong students at a middle school in the midwestern United States in an area with a substantial Hmong population. This resulted in low achievement and reduced the opportunity to learn coping skills for functioning effectively in Hmong and American society. The goal of this practicum was to improve the daily attendance of four targeted Hmong students. Even though the program was designed initially for married students, the degree of participation by married Hmong students was very small. The anticipated outcome was that 2 of the 4 targeted students would attend school at least 4 days a week, and that targeted students would obtain a higher letter grade in one academic subject. An American cultural awareness group was developed, incorporating a teen parenting program. Students participated in this for 12 weeks, and the targeted students were also required to participate in a lunch group that promoted interaction with other students, staff, and administrators. The participation of their parents was encouraged, particularly during the celebration of the Hmong New Year, when parents provided information about Hmong traditions. Students reported that they came to a better understanding of American culture and the importance of school attendance. Attendance did improve, as did the grades of participants. Appendixes present an attendance report, student report cards, and the permission form used for the study. (Contains 3 tables and 32 references.) (SLD)

ED 395 091 UD 030 935

Pignatelli, Frank, Ed.; Pflaum, Susanna W., Ed.
Experiencing Diversity: Toward Educational Equity. The Second Annual Yearbook of the Bank Street College of Education: Thought and Practice.
PUB DATE- 94
NOTE- 229p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Bilingual Education; *Community Programs; Cultural Awareness; *Cultural Differences; *Equal Education; Ethnography; Homosexuality; Mathematics Education; Partnerships in Education; School Restructuring; *Social Change; *Stereotypes

Equity issues in education and the conditions out of which they emerge frame the chapters of this yearbook. These chapters analyze the arenas in which our society must seek greater equity, but they do not offer a blueprint, or any singular theory or body of knowledge. The chapters are: (1) "Community Education and Education for Community" (Colin Greer); (2) "A Different Perspective on Educational Inequality" (Stanley Aronowitz); (3) "Talking Back: The Portrait of a Student Documentary on School Inequity" (Steven Goodman); (4) "Beyond Difference: Toward Inclusion and Equity" (John Wolfe); (5) "Bilingual Education: A Double-Edged Sword in the Struggle for Equity" (Olga Romero); (6) "'I Will Have a Child in My Class with Two Moms, Two Lesbians. What Do You Know about This?'" (Elaine Wickens with Steven Schultz); (7) "Striving for Equity

Zurmuehlen (University of Iowa). (DQE)

ED 394 899 SO 026 502

Patterson, Tom
ASHE: Improvisation & Recycling in African-American Visionary Art.
SPONS. AGENCY- North Carolina Arts Council, Raleigh.
PUB DATE- 93
NOTE- 41p.; Printed on colored paper with color photographs and may not reproduce well. Funding also received from the James T. Diggs Memorial Fund and the United Arts Council of Winston-Salem and Forsyth County.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Art Education; Arts Centers; *Black Achievement; *Blacks; Reference Materials; Secondary Education; *Visual Arts
IDENTIFIERS- African Americans

This exhibition guide provides critical analysis, historical perspective, and brief biographies of 15 self-taught African-American artists whose works were displayed. "Ashe," an African word meaning "the power to make things happen," was used as the theme of the exhibition. The guide verbalizes the exhibit's investigation of the methods of making art and the motives of the makers by exploring the choice of materials (recycled objects) and the modes of creation (improvisational). Chapter one is entitled "Sorting Out a Context for Self-taught Art." The critique also examines the works' intellectual lineage traced from African spiritualism. Artists featured in this exhibition are: (1) E. M. Bailey; (2) Hawkins Bolden; (3) T. J. Bowman; (4) Thornton Dial; (5) Thornton Dial, Jr.; (6) Ralph Griffin; (7) Bessie Harvey; (8) Lonnie Holley; (9) Joe Light; (10) Ronald Lockett; (11) Charlie Lucas; (12) Leroy Person; (13) Juanita Rogers; (14) Arthur Spain; and (15) Jimmie Lee Sudduth. (MM)

ED 394 900 SO 026 503

Design & Technology Teaching: A Journal of New Approaches, 1994-95.
PUB DATE- 95
NOTE- 210p.; Published three times a year.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Education; *Computers; *Design; Elementary Secondary Education; Engineering; Foreign Countries; Interdisciplinary Approach; Multicultural Education; Sciences; *Technology

This document consists of the three issues of the journal "Design & Technology Teaching" for the 1994-95 publishing year. This journal focuses on developments in design and technology across all phases of education. It provides a forum for sharing and developing expertise in all the contributing areas of design and technology: art and design, business studies, home economics, and information technology. It covers news, information, reviews of materials and resources, and case studies of good practice. Regular departments also include instructional technology, teacher education, and curriculum development. Although lesson plans are not included in every issue, most articles are accompanied by photographs of divided according to: (a) teacher selection criteria, (b) specialized technology courses, (c) implications for the academic community, and (d) future goals. (Author)

ED 394 917 SP 036 589

Butt, Mahmood; And Others
Helping Students Teach in a Diverse World: A Rationale and Course.
PUB DATE- 22 Feb 96
NOTE- 33p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (48th, Chicago, IL, February 21-24, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Style; College Curriculum; College Instruction; Course Content; Critical Thinking; Cultural Differences; *Cultural Pluralism; Curriculum Design; Distance Education; *Diversity (Institutional); Global Approach; Higher Education; *Methods Courses; *Multicultural Education; Preservice Teacher Education; Program Design; Racial Bias; Secondary Education; Stereotypes; Videotape Recordings
IDENTIFIERS- Diversity (Student); *Eastern Illinois University

On the basis of a belief in the legitimacy of alternative learning styles, the importance of intercultural broadening, and the global nature of international education, the Department of Secondary Education and Foundations at Eastern Illinois University developed a new course, called "Diversity of Schools and Societies." Course objectives were: promoting better understanding of the theoretical foundations of multicultural education, culture, and cultural differences; strengthening critical thinking skills and helping students integrate fair-minded critical thinking, justice, and social action; making students more sensitive and responsive to prejudice, stereotypes, racism and their impact; building competence in incorporating multiculturalism in curriculum; and cultivating awareness of cultural diversity in global perspectives. The course included: a section on cultural analysis; a portion devoted to sharpening students' critical thinking skills; a theoretical analysis of the nature and development of prejudice, stereotypes, discrimination and racism; a study of the methodology of multicultural teaching; and two approaches to global education. A set of 24 video programs were also developed in an attempt to offer the course through distance learning to students enrolled at "feeder" community colleges in east central Illinois. The paper closes with a description of course assignments and a 54-item course bibliography. (Contains 76 references.) (JB)

ED 394 918 SP 036 590

Logan, Candice R.; And Others
The Relationship between Teacher Perceptions and Observations of Motivational Practices in the Classroom.
PUB DATE- Oct 95
NOTE- 29p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, NY, October, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

specific statements gleaned from the interviews as rationales; it was administered to 96 undergraduate education majors and 74 teachers. The most common rationale given by both was an opportunity to reach the social problems of children and young adults. Distinctive disagreement was found regarding the value or significance that an educator can make to society. It was concluded that the first instrument offered results that agreed with the common literature, while the second part offered additional insight into the rationales of the first instrument. (NAV)

ED 394 934 SP 036 621

Selke, Mary J.
Cultural Analysis of School-University Partnerships: Assessing Dynamics and Potential Outcomes.
PUB DATE- Feb 96
NOTE- 34p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, February 23, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *College School Cooperation; *Cultural Awareness; Cultural Differences; Educational Assessment; Educational Environment; Educational Improvement; Elementary School Teachers; Elementary Secondary Education; Evaluation Methods; Higher Education; Literature Reviews; Models; *Partnerships in Education; Program Evaluation; *School Culture; Secondary School Teachers; Student Teachers; Teacher Education Programs; *Theory Practice Relationship

This paper has three objectives: (1) to examine culture as it applies to school-university partnerships; (2) to provide an experimental literature-based tool for assessing the readiness of potential or existing school-university partners to engage in a collaborative venture; and (3) to model the application of this tool using data from a qualitative study of an existing school-university partnership between a large Midwestern university and a small, rural Midwestern school district. An extensive literature review discusses the role of cultural differences in school-university partnerships; describes four cultural dimensions (professional focus, work tempo, rewards, and sense of personal control and efficacy); and discusses the SPIR Model (Stakes, Power, Interest interdependence, Readiness for trust), which was developed as a tool for assessing the negotiations between two parties beginning or continuing a partnership. Finally, the paper reports on a case study of the adaptation of the SPIR model in a partnership designed to assist in exploring perspectives of partnership participants at the elementary and secondary levels in assessing a three-year old partnership with a large university. In particular, the study looked at: what makes a good school district/university partnership; whether the partnership was working; what helped and what hindered the partnership; what personal and institutional benefits resulted from the partnership; and what other partners could provide. Interviews with elementary and secondary faculty members revealed that SPIR values for the elementary school culture and the secondary school culture differed a good deal. It appeared at the end of the third year that the secondary faculty had yet to move beyond the anxiety and frustration of the initial phase, while the elementary faculty was somewhere between the second and third stages where frustration is beginning to lessen, relationships are beginning learners' needs; collaborating in the university community; and quality teaching in both the university and the schools. Challenges were described in terms of a connection between theory and practice; the quality of preservice teachers; the large number of students in the teacher education program; and the lack of focus in the teacher education program. The respondents were enthusiastic about their respective roles in teacher education and idealistic in their visions, and provided insights into the challenges of attaining these visions. They indicated a desire to be involved in working toward a teacher education program that is more in tune with needed reforms in education and society, and they stressed the need for the university to value the time professors need to spend to set up collaborative structures between the university and schools and among university staff members. (Contains 11 references.) (ND)

ED 394 952　　　　SP 036 656

Meyer, Richard J.
Teachers' Study Group: Forum for Collective Thought, Meaning-Making, and Action.
PUB DATE- Apr 96
NOTE- 129p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Action Research; Elementary School Teachers; *Faculty Development; Group Discussion; *Group Dynamics; *Group Experience; Improvement Programs; *Inquiry; Inservice Teacher Education; Participatory Research; Primary Education; Public Schools; *Reflective Teaching; Research and Development; Self Directed Groups; Teacher Effectiveness; Urban Schools
IDENTIFIERS- *Teacher Researchers

This paper presents a description and analysis of the work of a group of primary grade teachers who decided to study their practices and engage their students in inquiry. Their school was in a lower socioeconomic area with a multiethnic student body. The political nature of their work is documented via two themes that emerged from their work. The first theme, identification, involves the development of self, relationships, and curriculum as the foundation for understanding the school context. The second theme, disruption, demonstrates how teacher inquiry disrupted the regularities of the school. The theoretical basis for the work rests in "servicing in," a view of staff development that demands that researchers and teachers address mutually-constructed agendas in their work; teachers study themselves with an outsider who is also studying them. "Servicing-in" requires commitment about the past as well as the future and disruption and identification, which call for teachers who write and think. Teacher conversations and inquiry developed into teacher research that was political and social because it occurred in a context that demanded sameness and continuity--a process of invention that occurred under adversity, self-doubt, and even oppression. Conclusions suggest the difficulty of this work; the ways in which the work results in advocacy for children, teachers, and schooling; and the ways in which a school might change to support such work on an institutional level. (Contains 98 references.) (Author/NAV)

ED 394 953　　　　SP 036 657

research, writing, and curriculum development. Part 3 is an annotated list of publications and electronic listservs to provide an orientation to resources useful in making connections between the two fields. The appendix describes the methods and documents used for the study. (ND)

ED 394 969 SP 036 685

Statewide Education Reform Survey: The Judgements, Opinions and Perspectives of Kentucky School Superintendents, 1995.
PUB DATE- Oct 95
NOTE- 85p.; For related documents, see SP 036 686-694.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Administrator Attitudes; *Educational Assessment; *Educational Change; Elementary Secondary Education; Program Evaluation; School Administration; State Departments of Education; State Standards; State Surveys; Statewide Planning; *Superintendents
IDENTIFIERS- Kentucky; *Kentucky Education Reform Act 1990; *Reform Efforts

This report describes the attitudes of school superintendents in Kentucky about the implementation of school reforms based on the Kentucky Education Reform Act of 1990 (KERA); this survey also investigated changes in the perceptions of superintendents over the previous year related to the policies, programs, and practices of KERA. The study was conducted via a mail-out questionnaire sent to all 176 Kentucky school superintendents of whom 105 responded (60 percent). Specifically, the survey focused on the following issues: how the schools had changed since KERA; the most positive and the most negative effects; reliable measures for school improvement; how KERA-initiated programs were working; priorities for improving reform programs and practices; extent of superintendents' support for beliefs underlying KERA; perceived support for school reform; impact on the stress level of teachers, students, and school administrators; reactions to frequently recorded statements about the effects of KERA; and superintendents' positions on issues related to academic expectations, assessment options, accountability for student learning, and potential test options for the 1995-96 school year. Findings are reported on each of the focus questions. As a general evaluation, 80 percent of superintendents believed that schools had improved during the previous 5 years, and more than 90 percent did not want to return to pre-KERA policies and practices. The results are presented in 28 pages of tables. (NAV)

ED 394 970 SP 036 686

The Needs of Kentucky Teachers for Designing Curricula Based on Academic Expectations.
SPONS. AGENCY- Kentucky Inst. for Education Research, Frankfort.
PUB DATE- Oct 95
NOTE- 44p.; For related documents, see SP 036 685-694.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Curriculum Design; *Curriculum Development; Educational Assessment; Elementary School Teachers; Elementary Secondary Education; Faculty Development; Instructional Development; *Instructional Effectiveness; Interviews; *Needs Assessment; Program Evaluation; Secondary School Teachers; State Departments of Education; State Surveys; *Teacher

Strategies; Medical Education; *Medical Students; *Small Group
Instruction; Teaching Methods; Tutorial Programs; *Tutors
IDENTIFIERS- *Problem Based Learning

Of concern in the problem-based learning process in medical student education is the effect of allowing students to generate their own learning issues while discussing cases and problems. This study considered learning issues in problem-based learning, studying faculty and student overlap and consistency across learning groups while adding the perspective of analyzing learning issues developed by students without the assistance of a tutor. Lists of students' learning issues, interviews with the course director and course writer, and final examination scores were collected for 4 of 12 tutorial groups, representing 52 students, and 4 cases prepared by students. The mean case overlap in issues and content covered was somewhat lower for this study than for previous studies using staff tutors. Not having a tutor present during the initial case discussion may slightly reduce the amount of case overlap between faculty-intended learning objectives and the learning issues generated by students for the purposes of self-study. Only one-quarter of the 77 faculty objectives were identified by all 4 groups as learning issues. Results suggest that reliance on a tutorless format may not be appropriate when other sources of structure are absent from the curriculum. (Contains three tables and seven references.) (SLD)

ED 394 987 TM 024 723

Revenues and Expenditures, 1994.
PUB DATE- Jun 95
NOTE- 420p.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Counties; *Educational Finance; *Expenditures; *Financial Support; *Income; Professional Personnel; Salaries; School Districts; *State Departments of Education; State Programs
IDENTIFIERS- *Colorado

Financial information about the revenues and expenditures of Colorado school districts is based on audited reports furnished by school districts and boards of cooperative services. Each table is arranged alphabetically by county for school districts and by name for boards of cooperative services. Within each county, school districts are listed by legal number. The following tables are included: (1) Table 1A, revenue from all sources and building fund receipts; (2) Table 2A, revenues and expenditures for selected funds; (3) Table 2B, revenue and expenditures for (other) selected funds; (4) Table 3A, total expenditures for all funds for instruction; (5) Table 3B, total expenditures for all funds (support services); (6) Table 3C, total expenditures for all funds (other categories); and (7) Table 4A, percentage of salaries and benefits to total expenditures. (SLD)

ED 394 988 TM 024 724

Callow, Elizabeth K.
Development and Validation of a Tool for Measurement of Patient Satisfaction with Nursing Care at Oak Hill Hospital.
PUB DATE- Feb 95
NOTE- 44p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

potential scaling covariates for various subgroups of the test-taking population with the goal of providing several alternatives to traditionally used scaling procedures. The alternatives vary components such as scaling covariates, scaling samples, and characteristics of the hypothetical reference group. The traditional method of scaling the Achievement Tests uses scores on the Scholastic Aptitude Test (SAT) verbal and mathematics tests as scaling covariates for all 14 achievement tests. To determine additional covariates that might be used, correlations of test scores with 17 potential covariates were examined, and stepwise regressions were carried out. As a result, the Achievement Tests were grouped into five clusters. Two alternative scaling procedures were proposed. The first consists of scaling the tests within the five independent clusters; and the second consists of a two-stage process of scaling within the clusters independently and using the results of the initial scaling to scale the tests again with SAT verbal and mathematics scores as common covariates. (Contains 9 figures, 12 tables, and 3 references.) (SLD)

ED 395 009   TM 025 021

Ramos, Cristina
The Computation, Interpretation, and Limits of Grade Equivalent Scores.
PUB DATE- 25 Jan 96
NOTE- 19p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, January 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Tests; Age Differences; *Comparative Analysis; Computation; *Grade Equivalent Scores; *Grades (Scholastic); Heuristics; Instructional Program Divisions; *Norms; *Scoring; Standardized Tests; Student Evaluation; *Test Interpretation; Test Results

Grade-equivalent scores are widely used in the school system in reporting students' performance on standardized achievement tests. This paper explores how grade equivalent scores are calculated and interpreted. In addition, the paper examines the limitations of grade-equivalent scores through the use of small heuristic data sets. A grade-equivalent score is a score indicating the grade level at which this score is the mean performance level. They are created by administering a test to students in various grades. Typically, a test being normed is administered to large groups of students in each of several successive grade levels at different times of the year. Grade norms have several limitations and are often misinterpreted. It must be noted that when grade-equivalent scores are derived, it does not mean that the test was given to all grades or to children at all different points on a grade's continuum. Grade-equivalent scores reported beyond tested grade limits can be misleading. In addition, grade-equivalent scores obtained from tests produced by different publishers often give conflicting results. A further limitation is that grade-equivalent scores should not be used to make comparisons of the grade-equivalent performances of an individual across different subjects. Other incorrect interpretations are reviewed. (Contains one table, three figures, and nine references.) (SLD)

ED 395 010   TM 025 022

inconsistencies and provided further information about the TOEFL factor structure. It was hypothesized that the inconsistency between studies was related to the populations under investigation, as the earlier study used TOEFL examinees in both domestic and overseas test centers, whereas the more recent study used domestic examinees only. The present data did not support this hypothesis, however. Confirmatory factor analyses were conducted for each of several language groups, using data from a 1984 TOEFL. These analyses yielded essentially similar results for domestic and overseas populations, as well as for the combined population. In all cases, the data supported a two-factor interpretation, with the two factors related to the Listening Comprehension section and the nonlistening sections. Additional study indicated that the use of different factor analytic methodology in the two previous studies undoubtedly contributed to the inconsistency, although further study would be needed to determine exactly what aspects of the methodology played a role. Findings also indicated that the basic factor structure of the test did not change substantially between 1976 and 1984 and that a two-factor structure was in evidence for examinees in high- and low-proficiency groups. Appendixes give the factor loadings for the two-factor solution and correlations between factors in two-factor confirmatory factor analyses. (Contains 15 tables and 22 references.) (SLD)

ED 395 030 TM 025 048

Mislevy, Robert J.; And Others
Dealing with Uncertainty about Item Parameters: Expected Response Functions.
SPONS. AGENCY- Office of Naval Research, Arlington, VA. Cognitive and Neural Sciences Div.
PUB DATE- Apr 94
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Ability; Bias; *Estimation (Mathematics); Item Response Theory; *Responses; *Statistical Inference
IDENTIFIERS- *Expected Response Functions; *Item Parameters; National Assessment of Educational Progress; Uncertainty

It is a common practice in item response theory (IRT) to treat estimates of item parameters, say "B" circumflex, as if they were the known, true quantities, "B." However, ignoring the uncertainty associated with item parameters can lead to biases and over-confidence in subsequent inferences such as ability estimation, especially when item-calibration samples are small. This paper demonstrates how to incorporate uncertainty about "B" with Lewis's "expected response functions" (ERFs), pointwise expected values of item response conditional on examinee proficiency averaged over posterior distributions of item parameters. This paper presents ERFs, outlines procedures for computing them and using them in practical work, and gives an illustration with data from the National Assessment of Educational Progress. Advantages of approximating ERFs response curves with members of familiar parametric families of IRT curves are noted. Two appendices present work on pseudolikelihood estimations and program documentation for two computer programs: EXPRESFN and PLOTIRF. (Contains 3 figures, 3 tables, and 18 references.) (Author/SLD)

ED 395 031 TM 025 049

IDENTIFIERS- *Edna McConnell Clark Foundation; Reform Efforts
Beginning in 1989, 12 urban middle schools were able to draw on the resources of the Edna McConnell Clark Foundation to work toward systemic reform. The five school districts supported by this initiative pledged to focus on high expectations, high content, and high support for students. Most of the schools, in Baltimore (Maryland), Milwaukee (Wisconsin), San Diego (California), Oakland (California), and Louisville (Kentucky), were very troubled. But one, in San Diego, represented diverse economic conditions because of voluntary desegregation efforts. This book, the third and final chronicle of the networking efforts of the Clark middle school project, shows that schools that floundered at the beginning of the project continued to do so because the desired reforms could not overcome the unwillingness of systems to change or because leadership was not able to move the systems. The report details many successes, but it gives equal attention to the context of urban middle grades reform. Why many students at some of the program's schools have brighter prospects than others is explored. Keys to success in school reform were deep professional knowledge and opportunities to share insights and experiences in ways that empowered school communities. Implications for educational policy are discussed. (Contains 52 references.) (SLD)

ED 395 051 UD 030 864

Safran, Daniel, Ed.; Charlot, Edie, Ed.
Families and Schools: A Global Perspective for a Multicultural Society Proceedings (Oakland, CA, October 26-29, 1994).
PUB DATE- 95
NOTE- 205p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cultural Awareness; Cultural Differences; Elementary Secondary Education; Family Characteristics; *Family Problems; Family Structure; Immigrants; *Minority Groups; *Multicultural Education; *Parent Participation; Program Effectiveness; *Urban Schools; Workshops
IDENTIFIERS- *Global Awareness
The "Families and Schools: A Global Perspective for a Multicultural Society" conference hosted over 500 people from 40 states and 16 countries who shared information and explored aspects of multicultural education. Sixty-one of the more than 100 workshop and roundtable presenters responded to the request for summaries of their presentations. These articles are organized alphabetically by primary author. Many common threads are apparent in the presentations. Many focus on parent involvement in the schools, and many recognize the necessity of understanding and acknowledging the diverse perspectives of immigrants and minority groups in urban schools and throughout the country. Some articles offer specific advice to teachers faced with increasing diversity; others highlight different problems faced by the family today, emphasizing those faced by the minority family. Still other papers consider aspects of multiculturalism in other countries, whose problems and solutions may offer much to the U.S. educator facing cultural diversity and the challenges of involving parents. Each summary contains a capsule biography of the presenter. (SLD)

ED 395 052 UD 030 865

principals, 48 teachers, and 19 community leaders. Because of the small sample size in American Samoa, many of the variables expected to affect at-risk status could not be analyzed through statistical means. Variables that appeared to be related to students' at-risk status based on response frequencies included: (1) previous academic performance; (2) language spoken in the home; (3) school attitude and behavioral problems; (4) absenteeism; (5) emotional abuse and neglect; (6) comments made about school at home; (7) alcohol abuse; (8) family relationships; (9) family configuration; (10) family responsibilities; (11) language of instruction; (12) teachers' years of experience; and (13) tutoring services. Recommendations include: (1) schools, parents, and communities must work together to demonstrate the value of education and the benefits of strong study habits and school learning; (2) they must also collaborate to provide counseling services to students and their families, improve the quality of instruction through staff development, and increase parent involvement in the educational process; and (3) schools must work to resolve high absenteeism and improve its recordkeeping systems in order to provide students with a comprehensive and effective educational program. (Contains 18 tables.) (SLD)

ED 395 072 UD 030 904

Kawakami, Alice J.; And Others
A Study of Risk Factors among High School Students in Kosrae State.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 95
NOTE- 29p.; For related documents, see UD 030 903-907.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Administrators; *Attendance; Behavior Patterns; Family Environment; High Risk Students; High Schools; *High School Students; Language Proficiency; Predictor Variables; *Risk; *Secondary School Teachers; *Student Attitudes; Teaching Experience
IDENTIFIERS- *Federated States of Micronesia (Kosrae)

A profile of variables related to the status of students at risk of failure in Kosrae State, Federated States of Micronesia in 1993-94 is presented as part of a study of at-risk high school students in some of the American-affiliated Pacific political entities. Data collection was a challenge in Kosrae because of inadequate records, but data were collected from 58 student records and in interviews with 60 students (30 at-risk and 30 not at-risk), 57 families, 26 teachers, 1 principal, and 4 community leaders. Because of the small sample size on Kosrae, many of the variables expected to exert an influence could not be analyzed through statistical methods. However, variables that appeared to be related to student at-risk status are discussed, including: (1) previous academic performance; (2) absenteeism; (3) comments made about school at home; (4) witnessing an accident (perhaps an indication of environment); and (5) teachers who requested more instructional materials. Both academic and personal aspects of schooling were found related to the at-risk status of students. Recommendations made for school, parent, and community cooperation to address the problems include: (1) schools, parents, and communities must work together to demonstrate the benefits of strong study habits and school learning; (2) they must collaborate to address the absenteeism problem, provide counseling services to in Mathematics Education" (Barbara Dubitsky with Phyllis Eilenfeldt, Linda Metnetsky, and Michelle Morales); (8) "Breaking Labels and Breaking Promises: The Liberty Partnership at Bank Street College, 1893-1993" (David Penberg); (9) "Talking about Equity and Excellence" (Herbert Kohl); (10) "Shifting the Paradigm: You Must Have a Dream To Build a School" (Herb Rosenfeld); and (11) "'Did You Notice that They Didn't Eat?' Power and Culture in Ethnographic Evaluation Research" (Nancy Barnes). Chapters contain references. (SLD)

ED 395 092 UD 030 936

Long, David; And Others
LEAP. The Educational Effects of LEAP and Enhanced Services in Cleveland. Ohio's Learning, Earning, and Parenting Program for Teenage Parents on Welfare.
SPONS. AGENCY- BP America, Cleveland, OH.; Cleveland Foundation, Ohio.; Department of Health and Human Services, Washington, D.C.; Ford Foundation, New York, N.Y.; George Gund Foundation, Cleveland, Ohio.; Ohio State Dept. of Human Services, Columbus.
PUB DATE- Oct 94
NOTE- 123p.; Additional support provided by the Treu-Mart Fund and the Procter and Gamble Fund.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; Ancillary School Services; Attendance; Day Care; Early Parenthood; High School Equivalency Programs; *Incentives; *Parent Education; Pregnancy; Program Effectiveness; State Programs; *Urban Youth; *Welfare Recipients; Welfare Services
IDENTIFIERS- Case Management; *Learning Earning and Parenting Program OH; *Ohio (Cleveland)

This report presents new findings on the effectiveness of Ohio's Learning, Earning, and Parenting (LEAP) Program in Cleveland as well as initial results from the Cleveland Student Parent Demonstration, a special project undertaken as part of the LEAP evaluation. LEAP is a statewide initiative that uses financial incentives and penalties to promote school attendance by pregnant and parenting teens on welfare. The program also offers teens case management and child care and transportation assistance. LEAP requires school attendance or preparation for the General Educational Development (GED) test. Since the program began in 1989, the state has been evaluating it in 12 Ohio counties. The Cleveland Student Parent Demonstration assessed the effectiveness of enhanced services beyond LEAP. Additional services were provided to about half of the 1,392 LEAP students in the Cleveland area. Findings from the Cleveland area evaluation indicate that LEAP is a viable, low-cost approach that improves school completion. The financial incentive structure affected nearly all participants, with more than three-quarters earning bonuses and two-thirds qualifying for grant reductions. In addition, participant graduation and GED completion rates increased. Findings also indicated that the enhanced services added to LEAP's beneficial effects on school completion. (Contains 18 tables, 2 figures, a box (chart), and 23 references.) (SLD)

ED 395 093 UD 030 937

Pilot Survey of Young African American Males in Four Cities.
SPONS. AGENCY- Commonwealth Fund, New York, N.Y.
PUB DATE- 8 Dec 94
NOTE- 101p.

exemplary student work. (DQE)

ED 394 901 SO 026 504

African American Art Resources in the Washington, D.C., Area: A Guide for Teachers.
PUB DATE- 94
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Art Education; *Artists; *Arts Centers; *Blacks; *Community Resources; Elementary Secondary Education; Resource Materials; *Visual Arts
IDENTIFIERS- African Americans; *District of Columbia

This guide provides resource suggestions for Washington, D.C. teachers who are preparing units on African American art and artists. The listings include hours of operation, address, and phone number of community resources under six distinct headings: (1) "Museums"; (2) "Art Galleries and Organizations"; (3) "Other Educational Resources"; (4) "Libraries and Archives"; (5) "History and Culture Resources"; and (6) "Selected Museum and Book Stores." When possible or pertinent, additional information for each resource is given regarding contact person, admission charges, school programs, teacher services, and a brief description of the resource's scope and content. A 40-item bibliography lists selected books and exhibition catalogues for teachers and students. (DQE)

ED 394 902 SP 036 313

Murray, Frank B., Ed.
The Teacher Educator's Handbook: Building a Knowledge Base for the Preparation of Teachers. The Jossey-Bass Education Series.
PUB DATE- 96
NOTE- 757p.; Foreword by David Imig.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Art Education; *Educational Change; Educational Research; Elementary Secondary Education; Equal Education; Higher Education; Inservice Teacher Education; Integrated Services; *Knowledge Base for Teaching; Language Arts; Mathematics Education; *Preservice Teacher Education; Professional Development Schools; Science Education; Social Studies; *Teacher Education Curriculum; *Teacher Education Programs; *Teacher Educators

In this book, leading scholars address a range of issues, ideas, and research findings in the field of teacher education, examining specific disciplines, social foundations, and program structures, as well as school reform and diversity. Part One: The Need for a Knowledge Base contains five chapters: "Beyond Natural Teaching: The Case for Professional Education" (F. B. Murray); "The Changing Context of Teacher Education" (L. Darling-Hammond and V. Cobb); "Perspectives on Learning to Teach" (S. Feiman-Nemser and J. Remillard); "The Concept of a Knowledge Base" (R. Donmoyer); and "Research Genres in Teacher Education" (M. Kennedy). Part Two: Subject Matter Knowledge contains: "Pathway from the Liberal Arts Curriculum to Lessons in the Schools" (F. Murray and A. Porter); "A Knowledge Base in

DESCRIPTORS- Classroom Techniques; Elementary School Teachers; Grade 6; Instructional Effectiveness; Intermediate Grades; Mathematics Education; *Personal Autonomy; *Student Motivation; Teaching Methods; Theory Practice Relationship

On the premise that there are certain practices that influence students' intrinsic motivation for academic engagement, this study examined the congruence between a teacher's goals and practice with regard to autonomy. Self-report data were collected on seven sixth-grade elementary school teachers concerning their goals for their math classes. Further data were collected through classroom observations over the course of an academic year. Discrepancies were found between the self-report data and the observational data. In particular there appeared to be a difference between the way teachers rated themselves along the dimension of autonomy and the way the observers rated the teachers along this same dimension using a theory-driven definition. However, some of these discrepancies may have been an artifact of the theoretical descriptions of the constructs and their implications for implementation. Analysis of classroom transcripts and notes supported the hypothesis that autonomy existed not only as student choice and decision making (task autonomy), but also as student ownership of ideas and student confidence and independence in thinking (cognitive autonomy). In addition, the data suggested that supporting, cognitive autonomy may be an essential catalyst that leads to a heightened master-orientation and deeper thinking. (Contains 19 references.) (JB)

ED 394 919 SP 036 591

Kushner, Susan N.; And Others
Preservice Teachers' Beliefs about the Relevance of Teacher Education Coursework and Their Confidence in Performing Related Skills.
PUB DATE- Apr 95
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; *Beliefs; College Students; Elementary Secondary Education; Higher Education; Preservice Teacher Education; *Relevance (Education); Self Esteem; Student Motivation
IDENTIFIERS- Confidence; *Preservice Teachers; *Tests and Measurement Courses

Since prospective teachers' personal beliefs and attitudes about teaching is of increasing interest to teacher educators, this study investigated changes in preservice teachers' beliefs about the relevance of a required course in educational measurement and testing and their confidence in performing the skills taught in the class. The sample consisted of 118 upper-division undergraduates enrolled in a course in testing and measurement for teachers during the spring semester, 1994. The Academic Motivation Profile (AMP) was used to obtain students' perceptions of their level of confidence. Students completed the AMP five times during the semester. Descriptive statistics, including means, standard deviations, and internal consistency reliability indices were used to provide an overview of the findings. Prior to and throughout instruction, preservice teachers' beliefs about the relevance of a course in classroom measurement were positively related to their sense of to develop with members of the other culture, and confidence is increasing. (Contains 29 references.) (ND)

ED 394 935 SP 036 627

Dharmadasa, Kiri H.; Gorrell, Jeffrey
Sri Lankan Teachers' Preferred Modes of Helping Students.
PUB DATE- Nov 95
NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Biloxi, MS, November 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Differences; *Cultural Traits; Elementary School Teachers; Elementary Secondary Education; Foreign Countries; Low Achievement; Secondary School Teachers; Student Motivation; Teacher Attitudes; Teacher Role; *Teacher Student Relationship; *Teaching Styles; *Underachievement
IDENTIFIERS- *Sri Lanka; *Teacher Preferences; United States

Citing research indicating that U.S. teachers commonly use verbal persuasion techniques to help low achieving students, this study extends the research to Sri Lanka to explore differences in helping strategies adopted by teachers across cultures. Study participants were 237 Sri Lanka teachers who represented the majority Sinhalese population and who had a median of 13 years of teaching experience. The study used a Sinhalese translation of the Student Assistance Survey (SAS), which contained six scenarios depicting students who are performing poorly and for whom the teacher may have one of three primary objectives: (1) raising students' confidence level, (2) getting students to try harder, or (3) helping students improve their performance. Analysis of the data revealed that the dominant choice across all scenarios was enactive attainments representing actual accomplishment or effort, followed by modeling, anxiety reduction, and verbal persuasion. Active attainments and modeling are oriented toward making immediate and direct changes in students' performances, as opposed to verbal persuasion and anxiety reduction, which are directed toward changing attitudes and emotional states as preconditions for changes in behavior and accomplishments. These patterns suggested that cultural differences related to school expectations and roles of teachers may be quite different, and that the practices of Sri Lankan teachers are rooted in social, economic, and cultural traditions of the country. Sri Lankan teachers were more likely to select direct behavioral interventions as means toward academic objectives, while American teachers tended to choose indirect, more motivational and emotional approaches for resolving academic problems. (Contains 23 references.) (ND)

ED 394 936 SP 036 628

Hale, Judy; Hawkes, Brent
Viva Mexico!
PUB DATE- Mar 96
NOTE- 19p.; Workshop presented at the Annual Meeting of the Southern Early Childhood Association (Little Rock, AR, March 11-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom

Bitner, Ted; Kratzner, Ron
A Primer on Building Teacher Evaluation Instruments.
PUB DATE- Oct 95
NOTE- 18p.; Paper presented at the Annual Meeting of the Midwest Educational Research Association (Chicago, IL, October 11-14, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Construct Validity; *Content Validity; Elementary Secondary Education; *Evaluation Methods; Evaluation Utilization; Higher Education; Measurement Objectives; Performance Factors; Preservice Teacher Education; *Reliability; *Student Teacher Evaluation; Student Teachers; Student Teacher Supervisors; Student Teaching; *Teacher Effectiveness

This paper presents a primer on building a scientifically oriented teacher evaluation instrument. It stresses the importance of accurate measures and accepts the presupposition that scientific approaches provide the most accurate measures of student teacher performance. The paper discusses the scientific concepts of validity and reliability, and provides a checklist for assessing student teacher observation instruments. The checklist suggests two questions relating to validity: (1) Is there ample evidence that the items chosen are related to pupil learning (content validity); and (2) Are the items used in the instrument related to any selected theory of teaching and learning (construct validity)? In reference to the reliability of the instrument, seven criteria are suggested: adequate training of those using the instrument; items stated in overtly behavioral terms; items stated positively; items written in the singular; only one type of behavior per item; items written in present tense; and all items scored using a 5-category forced choice procedure. (Contains 14 references.) (NAV)

ED 394 954 SP 036 658

Van Zandt, Laura M.
Assessing the Effects of Reform in Teacher Education: An Evaluation of the MAT Program at Trinity University.
PUB DATE- Apr 96
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College School Cooperation; Elementary Secondary Education; *Extended Teacher Education Programs; Higher Education; Masters Degrees; *Masters Programs; *Partnerships in Education; Preservice Teacher Education; Professional Development Schools; Program Effectiveness; Program Evaluation; Schools of Education; Student Teaching; Universities
IDENTIFIERS- *Trinity University TX

This report describes the teacher education reforms at Trinity University (San Antonio, Texas), with special emphasis on the benefits and obstacles encountered along the journey toward the creation and maintenance of effective school-university partnerships. In 1987, Trinity University established the Alliance for Better Schools, a school-university partnership

Attitudes
IDENTIFIERS- Focus Groups; *Kentucky; Kentucky Education Reform Act 1990; Regional Resource Centers

In response to a need expressed by Kentucky teachers for curriculum guides as a very important priority that should be addressed to improve instruction and learning as part of the Kentucky Education Reform Act (KERA), the study reported here was undertaken. The study investigated the extent to which the state documents and guidelines had been accessible and helpful, processes and products needed to provide teachers a clear understanding of Kentucky's learning goals and academic expectations, desired structure of documents that would provide guidance for curriculum design and development, and information teachers need on assessments. A qualitative research approach was used. A minimum of eight teacher focus group interviews were conducted; interviews were also conducted with Kentucky Department of Education (KDE) staff, including Regional Service Center (RSC) personnel. It was found that teachers and schools are currently at various stages of curriculum alignment, with many only just beginning alignment efforts. Most teachers reported that the materials to which they have access are not particularly user friendly. Teacher training opportunities for curriculum development and alignment were also found to be limited, of mixed quality, and lacking in sufficient time allotment. It was recommended that material distribution to teachers for their use should be made more user friendly and simpler to use; that a better method be found to facilitate and enhance communication between KDE and teachers; that professional development should be more focused and in-depth; and that in materials and training sessions, teachers should be made aware that curriculum alignment involves blending of old and new approaches to the teaching/learning process. Appendices provide: the focus group interview protocol; a list of materials designed for use in curriculum development; and questions for the RSC directors and consultants regarding support for curriculum design. (NAV)

ED 394 971 SP 036 687

An Independent Evaluation of the Kentucky Instructional Results Information System (KIRIS).
SPONS. AGENCY- Kentucky Inst. for Education Research, Frankfort.
PUB DATE- Jan 95
NOTE- 99p.; For related documents, see SP 036 685-694.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Assessment; Elementary Secondary Education; *Evaluation Utilization; Information Systems; *Outcomes of Education; Performance Based Assessment; *Program Evaluation; Rewards; Sanctions; State Departments of Education; State Standards; *Student Evaluation; Test Reliability; Test Validity
IDENTIFIERS- Kentucky; *Kentucky Education Reform Act 1990; *Kentucky Instructional Results Information System

This document contains the executive summary and the detailed report which provide an independent evaluation of Kentucky's new system for assessing student performance, the Kentucky Instructional Results Information System (KIRIS). The summary gauges progress to date, highlights some strengths to be built on and problems to be solved, and provides suggestions for improvement. The main report delineates the information needed to conduct a comprehensive evaluation of the reliability and validity of KIRIS. The evaluation was accomplished through

PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Evaluation Methods; Formative Evaluation; *Measurement Techniques; *Medical Care Evaluation; *Nursing; *Patients; Report Cards; *Satisfaction; Summative Evaluation; Surveys; *Test Construction; Test Validity

The Department of Nursing at Oak Hill Hospital, Spring Hill (Florida) did not have a measurement instrument for patient evaluation of hospital nursing services. An instrument to measure patient satisfaction with nursing was developed and validated. Criteria identified through a literature search were reviewed, modified, and validated by a formative committee of eight staff members of the Nursing Performance Improvement Committee. The instrument developed through this review was presented to a summative committee consisting of a nurse educator, the Chief Nursing Officer, and the Chief Operating Officer. The revised instrument, in the form of a nursing care report card, was pretested with a representative patient sample, from whom 18 surveys were returned. It was concluded that the developed survey provided a timely and anonymous way to evaluate patient satisfaction with nursing care and that such evaluation resulted in improved and more responsive care. Five appendixes list committee members, present versions of the survey under development, and detail a plan for implementing survey use. (Contains 20 references.) (SLD)

ED 394 989 TM 024 763

Sanders, James R.
The Process of Developing National Standards That Meet ANSI Guidelines.
PUB DATE- 7 Apr 94
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 7, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Assessment; *Evaluation Methods; Evaluation Problems; Field Tests; Professional Personnel; Program Evaluation; *Standards
IDENTIFIERS- American National Standards Institute; *Joint Committee on Standards for Educ Evaluation; *Standard Setting

American national standards for the evaluation of educational programs were developed by the Joint Committee on Standards for Educational Evaluation in 1994. This paper describes the Joint Committee's standard setting process. The Joint Committee is a coalition of professional organizations concerned with the quality of evaluations in education. The operating procedures of the Joint Committee have been accredited by the American National Standards Institute (ANSI). The following standard setting procedures of the Joint Committee have been accepted by the ANSI: (1) initiation of projects by Committee approval; (2) development of a first draft through a national panel; (3) the formation of national and international review panels; (4) field test of the standards; (5) national public hearings; (6) finalization of the standards developed; and (7) consideration of views and opinions. The Joint Committee's standard setting process provides an open consensus process for professionals to use in setting and maintaining evaluation standards. A list of sponsoring organizations is attached. (SLD)

MDR's Enrollment Comparison Report, 1995/96.
PUB DATE- 95
NOTE- 35p.; For related document, see ED 380 481.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Comparative Analysis; *Counties; *Elementary Secondary Education; *Enrollment; State Departments of Education; *State Norms; Tables (Data)
IDENTIFIERS- *Variance (Statistical)

The tables of this report provide information for comparison of school enrollment figures by county and state. The following tables are presented: (1) a 1-year comparison of total state enrollments in alphabetical order; (2) enrollments for 1994-95 and 1995-96 in descending order by variance; (3) state enrollments for 1994-95 and 1995-96 in descending order by percent variance; (4) a 5-year comparison of state enrollments in alphabetical order; (5) a 5-year comparison of state enrollments in descending order by variance; (6) a 5-year comparison in descending order by percent variance; (7) a 1-year comparison of enrollment increases by county; (8) a 1-year comparison of county enrollment increases in descending order by variance within each state; (9) a 5-year comparison of county enrollment increases of 5,000 students or more in descending order by variance; and (10) a 5-year comparison of increases of 5,000 students or more by county within each state. (SLD)

ED 395 011 TM 025 023

Meehan, Merrill L.; Wiersma, William
Impact of Appalachia Educational Laboratory's Products and Services on Its Clients in Three Employer Groups and Five Role Groups.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 95
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160),Numerical/Quantitative Data (110)
DESCRIPTORS- Administrators; *Educational Research; Elementary Secondary Education; Employers; Evaluation Utilization; Federal Aid; Financial Support; Higher Education; Information Dissemination; Profiles; Program Evaluation; Questionnaires; *Regional Laboratories; *Research Utilization; *Teachers; User Satisfaction (Information); Use Studies
IDENTIFIERS- *Appalachia Educational Laboratory WV; *Impact Evaluation

As one of the federally-funded regional educational laboratories, the Appalachia Educational Laboratory (AEL) is committed to assessing the impact of its products and services on a variety of client subgroups. These include educators and administrators at the elementary, secondary, and higher levels. To address the issue of measuring impact, the AEL identified seven impact categories: (1) overall satisfaction; (2) knowledge and skills; (3) information sharing; (4) use in planning; (5) use in implementation; (6) indirect benefits; and (7) secondary clients' use in implementation. Over a 3-year period, the AEL measured impact with a client questionnaire consisting, in the final version, of 5-item subscales that were administered to

Messick, Samuel
Validity of Test Interpretation and Use.
PUB DATE- Aug 90
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Concurrent Validity; *Construct Validity; *Content Validity; Criteria; Educational Assessment; *Predictive Validity; *Scores; *Test Interpretation; Test Use
IDENTIFIERS- *Social Consequences

Validity is an integrated evaluative judgment of the degree to which empirical evidence and theoretical rationales support the adequacy and appropriateness of interpretations and actions based on test scores or other modes of assessment. The principles of validity apply not just to interpretive and action inferences derived from test scores as ordinarily conceived, but also to inferences based on any means of observing or documenting consistent behaviors or attributes. The key issues of test validity are the meaning, relevance, and utility of scores; the import or value implications of scores as a basis for action; and the functional worth of scores in terms of the social consequences of their use. For some time, test validity has been broken into content validity, predictive validity and concurrent criterion-related validity, and construct validity. The only form of validity neglected or bypassed in these traditional formulations is that bearing on the social consequences of test interpretation and use. Validity becomes a unified concept when it is recognized, or assured, that construct validation subsumes considerations of content, criteria, and consequences. Speaking of validity as a unified concept does not mean that it cannot be differentiated into facets to underscore particular issues. The construct validity of score meaning is the integrating force that unifies validity issues into a unitary concept. (Contains 1 table and 25 references.) (SLD)

ED 395 032 TM 025 050

Bennett, Randy Elliot; And Others
Toward a Framework for Constructed-Response Items.
PUB DATE- Jun 90
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Classification; *Constructed Response; Models; Multiple Choice Tests; Performance Based Assessment; Responses; *Scoring; Standardized Tests; Test Construction; *Test Items; Validity

A framework for categorizing constructed-response items was developed in which items were ordered on a continuum from multiple-choice to presentation/performance according to the degree of constraint placed on the examinee's response. Two investigations were carried out to evaluate the validity of this framework. In the first investigation, 27 test development staff assigned 46 items of various formats to the categories. Overall, agreement with the intended item categorizations was good, with a median of 2 of a possible 27 judges disagreeing with a given item's classification. In the second investigation, responses of 40 examinees each to 4 sets of items were scored by test development staff, with each set scored by 4 individuals. Results showed scoring agreement to be highest for a category requiring the examinee to choose a

Zill, Nicholas; And Others
Adolescent Time Use, Risky Behavior, and Outcomes: An Analysis of National Data.
SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.
PUB DATE- 11 Sep 95
NOTE- 138p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; Behavior Patterns; *Extracurricular Activities; High Risk Students; High Schools; *High School Seniors; Homework; Longitudinal Studies; National Surveys; Prevention; Recreational Activities; *Risk; Skill Development; *Time Management; Youth Programs
IDENTIFIERS- Longitudinal Study of American Youth; Monitoring the Future; National Education Longitudinal Study 1988

The Monitoring the Future survey of high school seniors, the Longitudinal Study of American Youth, and the National Education Longitudinal Study of 1988 were used to provide information about adolescents' time use, their risky behaviors, and the outcomes of time-use patterns in the late 1980s and the early 1990s. Spending significant portions of their discretionary time in constructive activities may develop useful skills and lessen adolescents' chances of engaging in risky behavior. Data confirmed that relatively few U.S. adolescents were spending significant portions of their free time in constructive activities. Overall, they devoted little time to homework, and, although many reported participating in noncompulsory activities at school, most spent relatively little time in such activities. In addition, relatively few spent time in organized activities not connected to the school. Findings indicated that organized youth activities can help deter risky behavior in adolescence and young adulthood, but that the effectiveness of the activity depends on the extent to which it develops skills, creates challenges, and provides fulfilling experiences for teen participants. Appendixes discuss data sources and analysis, and ecological systems theory and social control theory. (Contains 28 figures, 18 tables, and 39 references.) (SLD)

ED 395 053 UD 030 866

Burt, Martha R.; And Others
Comprehensive Service Integration Programs for At Risk Youth. Final Report.
SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.
PUB DATE- 7 Dec 92
NOTE- 335p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *At Risk Persons; Comprehensive Programs; *Delivery Systems; *Early Adolescents; Elementary Secondary Education; Evaluation Methods; *Integrated Services; Program Descriptions; Program Effectiveness; Program Evaluation; Youth Programs

Programs targeting at-risk young adolescents, aged 10 to 15 years, were studied through a literature review and examination of issues related to evaluating programs for at-risk youth, and site visits to 9 programs at 6 locations. Chapter 1 introduces the study and its objectives, and chapter 2 reviews the literature on youth at risk. Chapter 3 explores issues in students and their families, improve school recordkeeping systems, improve the quality of instruction, and increase parent involvement. (Contains 18 tables.) (SLD)

ED 395 073 UD 030 905

Kawakami, Alice J.; And Others
A Study of Risk Factors among High School Students in the Commonwealth of the Northern Mariana Islands.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 95
NOTE- 29p.; For related documents, see UD 030 903-907.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Administrators; *Attendance; Behavior Patterns; Family Environment; High Risk Students; High Schools; *High School Students; Homework; Language Proficiency; Predictor Variables; *Risk; *Secondary School Teachers; *Student Attitudes
IDENTIFIERS- *Northern Mariana Islands

The status of students at risk of failure in public high schools in the Commonwealth of the Northern Mariana Islands (CNMI) was studied during the 1993-94 school year as part of a larger study of at-risk students in some of the American-affiliated Pacific political entities. In the CNMI, data were collected from 57 student records, and interviews with 27 at-risk students, 29 not at-risk students, 58 teachers, 3 principals, and 7 community leaders. Because of the small sample size in the CNMI, many variables expected to play a role in at-risk status could not be analyzed statistically. However, variables that appeared to be related to students' at-risk status based on response frequencies included: (1) previous academic performance; (2) time spent doing homework; (3) behavioral problems in school; (4) language spoken in the home; (5) absenteeism; (6) alcohol and substance abuse; (7) witnessing an accident (perhaps an indication of environment); and (8) teachers' years of experience. Both academic and personal aspects of schooling were found to be related to the at-risk status of high school students in the CNMI; and recommendations for improvement focus on cooperation between school, home, and community to demonstrate the value of education, improve the quality of instruction, increase parent involvement, and resolve absenteeism and improve recordkeeping. (Contains 18 tables.) (SLD)

ED 395 074 UD 030 906

Kawakami, Alice J.; And Others
A Study of Risk Factors among High School Students in Chuuk State.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 95
NOTE- 28p.; For related documents, see UD 030 903-907.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Administrators; *Attendance; Behavior Patterns; Class Size; Family Environment; High Risk Students; High Schools; *High School Students; Language Proficiency; Predictor Variables; *Risk; *Secondary School Teachers; *Student Attitudes
IDENTIFIERS- *Federated States of Micronesia

LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Blacks; *Dropouts; Educational Attainment; Education Work Relationship; Employment Potential; Graduation; Interviews; *Males; Parent Child Relationship; Parent Participation; Part Time Employment; *Pilot Projects; Surveys; Teacher Student Relationship; *Urban Youth; *Young Adults; Youth Programs
IDENTIFIERS- African Americans; California (Los Angeles); Georgia (Atlanta); Illinois (Chicago); New York (New York)

A pilot survey was conducted to explore why some young African American men living in cities stay in high school and why others drop out. Between October 1993 and March 1994, face-to-face interviews were conducted with 360 young black men aged 17 to 22, randomly drawn from census tracts in New York (New York), Chicago (Illinois), Los Angeles (California), and Atlanta (Georgia), that had at least 70% African American residents. One-half of the young men had dropped out of school, and the other half were enrolled, had graduated, or had gone on to college. Findings suggested that involved parents, caring teachers, youth programs, and part-time or summer jobs are important to completing high school. School-to-work transition programs and the opportunity for part-time or summer employment were among the key factors that made a difference. Those who dropped out had faced much greater problems growing up than those who stayed in school. Those who stayed in school were more likely to report family incomes as relatively stable. The prospect of employment was relatively bleak for dropouts, and they were more likely to have been arrested as juvenile and adult offenders. Both those who stayed in school and those who dropped out did evidence significant strengths in their lives, and many dropouts reported strengths that they could build on to improve their lives. Selected press clippings and the survey questionnaires for dropouts and nondropouts are attached. (Contains 7 graphs.) (SLD)

ED 395 094 UD 030 940

Chandler, Betsy; And Others
Family Focused. Stories from Family Resource Centers in Jefferson County, Kentucky.
SPONS. AGENCY- Metro United Way, Louisville, KY.; National Council of Jewish Women--Louisville Section, KY.
PUB DATE- Aug 94
NOTE- 106p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Ancillary School Services; Child Caregivers; Counties; Day Care; Elementary Secondary Education; *Family Programs; *Health Services; *High Risk Students; *Integrated Services; Program Implementation; State Legislation; *Urban Areas
IDENTIFIERS- *Kentucky (Jefferson County); Kentucky Education Reform Act 1990

In 1990 the Kentucky General Assembly passed one of the most sweeping educational reform measures in the nation's history. Among the provisions of the Kentucky Education Reform Act (KERA) was the creation of family resource and youth services centers in or near schools with large numbers of at-risk students. Family resource centers are primarily for children in elementary grades and their families, and youth services the Fine Arts" (L. Galbraith); "Changing the Subject: Teacher Education and Language Arts" (M. Amsler and E. Stotko); "Reading Curriculum and Instruction" (M. Graves and others); "Learning to Read and Learning to Teach Reading" (L. Ehri and J. Williams); "History, Philosophy, and Sociology of Science and Mathematics" (Z. Dagher and B. D'Ambrosio); "Teaching What Mathematicians Do" (L. Copes); "Science and Creationism: A Case Study in Biology " (National Academy of Sciences); and "Something Old, Something New: What Do Social Studies Teachers Need to Know?" (S. Wilson and G. W. McDiarmid). Part Three: The Discipline of Education contains: "Diversity in Education: Problems and Possibilities" (J. Ducette and others); "The Social Foundations of Education: Retrospect and Prospect" (S. McAninch and A. McAninch); "Foundations of Education and the Devaluation of Teacher Preparation" (G. Clabaugh and E. Rozycki); "Educational Psychology and the Teacher's Reasoning" (F. Murray); and "Parents, Families, and Communities: Opportunities for Preservice Teacher Education" (L. Young and P. Edwards). Part Four: Program Structures and Design contains: "Patterns in Prospective Teachers: Guides for Designing Preservice Programs (K. Howey and N. Zimpher); "Philosophical and Structural Perspectives in Teacher Education" (J. Grow-Maienza); "Program Structures and Learning to Teach" (R. Arends and N. Winitzky); "Program Pedagogy" (K. Carter and D. Anders); "Changes and Choices in Teaching Methods" (B. Stengel and A. Tom); "Educating Teachers for Restructured Schools" (M. Levine); and "Developing Practice through Field Experiences" (J. G. Knowles and A. Cole). Part Five: The Teacher Education Faculty and Their Work contains: "Development of the Teacher Education Professorate" (E. Ducharme and M. Ducharme); and "The Case for Formal Research and Practical Inquiry in Teacher Education" (V. Richardson). (IAH)

ED 394 903 SP 036 357

Robbins, Jerry H.; And Others
School Partnership Enacted: The Consociate School.
PUB DATE- 13 Feb 95
NOTE- 17p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Washington, DC, February 12-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; Computer Uses in Education; *Contracts; Educational Change; Educational Improvement; *Educational Objectives; Higher Education; High Schools; *Partnerships in Education; Preservice Teacher Education; Program Development; *Program Proposals; School Districts; School Role
IDENTIFIERS- Consociate Schools; *Eastern Michigan University; *Farmington Public Schools MI

In November 1993, Eastern Michigan University (EMU) and Farmington (Michigan) Public Schools agreed to form a partnership, which established Farmington High School as the first consociate school in the country. Consociate schools were promulgated by the Renaissance Group, an organization of 24 teacher education institutions, including EMU. A consociate school is a school that has developed an exceptionally strong working relationship with a school, college, or department of education. This paper includes: criteria for consociate schools; an outline of the EMU/Farmington Public Schools partnership's rationale and potential contributions of each confidence in performing measurement-related tasks. Furthermore, as instruction progressed, the magnitude of this relationship increased. Prospective teachers who doubted their skill level also questioned the relevance of instruction. Prior to and throughout instruction, participants believed that the course was relevant to their needs as teachers though their perceptions of course relevance decreased as instruction progressed. (Contains 22 references and 5 tables.) (JB)

ED 394 920 SP 036 592

Woodbury, Jacqueline M.
Methods and Strategies of Exemplary Fifth Grade Teachers: Science as Preferred and Non-Preferred Subject.
PUB DATE- Nov 95
NOTE- 17p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Biloxi, MS, November 9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Strategies; *Elementary School Teachers; Grade 5; Intermediate Grades; *Master Teachers; *Science Education; Teacher Effectiveness; Teaching Methods
IDENTIFIERS- *Teacher Preferences; Tennessee (East)

This research, proposing that the teacher is the pivotal component between the student receiving a mediocre science education or a dynamic science education, was designed to observe and to analyze the science teaching strategies and methods of recognized, exemplary, fifth-grade teachers. Six teachers from six different public schools in two adjacent East Tennessee county school systems were observed six times each. The sites represented a broad spectrum of the socioeconomic status of the communities in which they were located. Three of the observations were of science classes, three of another subject chosen by the teacher. Teachers also answered a questionnaire and were interviewed. Analysis of the data found that exemplary elementary teachers who did not prefer to teach science exhibited characteristics that reflected their anxiety in subject area knowledge which impeded their ability to teach effectively. The science lesson became secondary to the minutiae mandated by the textbook, instruction focused on the teacher, and the teacher held tight control over the students' behavior. The teachers who preferred to teach science exhibited characteristics that reflected their confidence in both their subject area knowledge and their pedagogical expertise. Their science lessons relied heavily on manipulatives, laboratory experiments, and connections with the students' actual lives. (Contains 11 references.) (JB)

ED 394 921 SP 036 596

Krusi, Carolynne; Schellens, Dick
How High Is Up? An Innovative Manual for Infusing Tobacco, Alcohol & Other Drugs Education into Middle School Curriculum.
SPONS. AGENCY- Office of Elementary and Secondary Education, Washington, DC. School Improvement Programs.
PUB DATE- 95
NOTE- 222p.; A publication of the Upper Valley Prevention Project.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; *Cultural Activities; Cultural Awareness; Elementary Education; Enrichment Activities; *Hispanic American Culture; *Holidays; *Mexican Americans; Multicultural Education

This curriculum presentation outlines how to celebrate five Mexican holidays in the classroom: Cinco de Mayo, Dia de los Muertos, Fiesta, Las Posados, and Three Kings Day. The goal is to help children learn through hands-on activities and real-life experiences. The format for each holiday celebration includes a brief history with ideas for integrating language, lifestyles, foods, and/or crafts. Directions and patterns for the activities are included, with illustrations. Also provided are a list of materials needed, instructions, food recipes, and additional activities that involve research by the children; comparison with North American holiday traditions; and how to create paper masks, flowers, and a pinata. (NAV)

ED 394 937 SP 036 629

Hale, Judy; Roy, Joyce
How Art Activities Can Be Used To Enhance the Education of Young Children.
PUB DATE- 16 Mar 96
NOTE- 11p.; Paper presented at the Southern Early Childhood Association Conference (Little Rock, AR, March 11-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Activities; *Childrens Art; Creative Art; *Creative Development; Creativity; Curriculum Development; *Developmental Stages; Early Childhood Education; *Instructional Innovation; Intellectual Development; *Teaching Methods; Thinking Skills

Giving children the opportunity to be creative requires allowing children to find and solve problems and communicate ideas in novel and appropriate ways. This paper presents 12 basic principles for teachers to follow when presenting art activities with children. These principles include: the process of creating a picture or project is more important than the end product; do not expose children to coloring books, patterns, or coloring stencils; do not compare one child's art to another's; do not show children "how to draw"; and never tell a child to "stop scribbling." The creative stages all children go through are also described. First is the scribble stage (ages 2 to 4 years), during which the child progresses from uncontrolled scribble to controlled scribble to a named controlled scribble; then the preschematic stage (4 to 7 years), in which the child draws "things" that are not easily labeled and float all over the page; and finally, the schematic stage (7 to 9 years), in which the child's drawing can be easily labeled as they begin to draw on a baseline. Directions for 16 creative art activities are appended. (ND)

ED 394 938 SP 036 630

Hale, Judy A.
Determining Relationships between Young Children's Cognitive Stage of Development and Art Stage of Development as They Relate to Literacy.
PUB DATE- 15 Mar 96
NOTE- 15p.; Paper presented at the Southern Early Childhood

between four schools (two elementary, one middle, and one high school) in one urban and one suburban district and Trinity University. The partnerships were designed to create collaborative environments that would enhance the reform efforts of each partner. Once the partnerships were established, all participants met regularly at the university for ongoing development of a new Master of Arts in Teaching (MAT) degree program (a 5-year program that would replace the traditional 4-year program). Reforms to date have included the requirement of a bachelor's degree in humanities for elementary education students, increased internships and practicum time requirements, formal faculty liaison with the Professional Development Schools (PDSs), development of cohorts of PDS mentors, increases in graduate coursework, and securing of outside funds for support of the additional year. The first comprehensive evaluation of the program took place during the 1994-95 school year. Both graduates and school administrators who had experience with the MAT graduates responded to questionnaires. The amount of time spent in PDS settings was found to be the major strength of the program while weaknesses focused on issues of quality both in the PDSs and in the teacher education coursework. Some suggested improvements concerned: additional instruction on multicultural issues; increased fifth-year funding; and greater variety in intern placements, especially in suburban PDSs. (Contains 41 references.) (NAV)

ED 394 955 SP 036 659

Clarken, Rodney H.
Toward Bias-Free Teaching: Gender Equity in the Classroom.
PUB DATE- Sep 95
NOTE- 10p.; Paper presented at the United Nations Non-Governmental Forum on Women (Beijing, China, August 31-September 8, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Behavior Patterns; *Classroom Communication; *Classroom Environment; Elementary Secondary Education; Females; Higher Education; Leadership Responsibility; *Sex Bias; *Sex Discrimination; *Teacher Expectations of Students; *Teacher Responsibility; Teacher Role; Teacher Student Relationship; Teaching (Occupation)
IDENTIFIERS- *Gender Issues

This paper discusses inequities and injustices toward women and advocates remedies through education. Practical suggestions based upon expectations theory and the Teacher Expectations and Student Achievement Test (TESA) program offer teachers ways to reduce discrimination and improve achievement in classrooms, especially for those denied an equal opportunity to learn. Teachers directly influence the development of their students. If they know how to teach equitably, care about justice in their classrooms, and teach in the right way, they can affect marvelous change in their students and classrooms. The same opportunities, rights, and curriculum for both men and women of all ages are needed to establish equity in the classroom, but women should be given preference in education as the first educators of the next generation and to redress the imbalance that exists. Teacher expectations of a student affect how they interact, which in turn affects the student's achievement. Expectations are expressed in actions and actions in turn reflect expectations. Fifteen teacher behaviors that affect study of technical documentation, reports, newspaper articles, and monographs; observation of KIRIS performance events exercises; interviews with key persons involved in development and implementation; observation of Kentucky educators meetings about KIRIS; and informal discussions with and attitudinal surveys from teachers, parents, principals, superintendents, and district assessment coordinators. In general, it was found that KIRIS was consistent with the requirements set forth by the Kentucky Education Reform Act (KERA) and that most stakeholders had some understanding of the rewards and sanctions component. Although Kentucky educators had been involved in the design and development of KIRIS, some teachers believed that questions on the assessment were written by persons with little or no knowledge of Kentucky. A need was found for much better organization and improved balance of the information generated. Teacher time spent on the assessment was deemed useful and reasonable, but the accountability index was found to be slow in providing teachers with timely feedback. Recommendations are offered about steps that could be taken to address the continuing needs for improvement. Appendices include a listing of the evaluation procedures and sources of evidence, a graphic outline of the system, and a letter responding to a citizen's concern about a particular question on the assessment. (NAV)

ED 394 972 SP 036 688

Assessing the Impact of High School Restructuring in Kentucky.
SPONS. AGENCY- Kentucky Inst. for Education Research, Frankfort.
PUB DATE- Sep 95
NOTE- 80p.; For related documents, see SP 036 685-694.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Role; Demonstration Programs; *Educational Assessment; *Educational Change; *Educational Innovation; Graduation Requirements; High Schools; Parent Participation; Performance Based Assessment; Program Evaluation; Research and Development; *School Restructuring; State Departments of Education; Student Role; Teacher Role
IDENTIFIERS- *Kentucky; *Kentucky Education Reform Act 1990

Kentucky high schools are attempting to address requirements of the Kentucky Education Reform Act of 1990 (KERA). This study was conducted to collect and interpret data related to the implementation of high school restructuring and make recommendations. Thirty-three schools were invited to participate based on categories of restructuring, geographic region, size, and type. Data were collected through the Configuration Map for High School Restructuring (developed by the Kentucky Institute for Education Research) and interviews with administrators, counselors, teachers at various grade levels, departmental chairs from English mathematics, science, and social studies or two team leaders and two department chairs, a minimum of two parents, a student focus group, and a support staff member, community member, or business partner. The study found broad and genuine support for the education reform. Some specific findings were: (1) high school restructuring was mostly in the planning and development stage; (2) the most critical factors for the advancement of high school restructuring were the principal's leadership, teacher involvement, school counselors providing leadership and support, active involvement of students, reallocation of funding to support instruction, standards for new graduation requirements, parent and community support, and new ways to use

ED 394 990 TM 024 770

Drever, Eric
Using Semi-Structured Interviews in Small-Scale Research. A Teacher's Guide.
PUB DATE- 95
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Case Studies; *Educational Research; Foreign Countries; *Interviews; *Qualitative Research; *Questioning Techniques; *Research Methodology; Surveys
IDENTIFIERS- *Small Scale Research

Interviewing is one of the most common methods used in small-scale educational research. This book is about semi-structured interviews, in which the interviewer sets up a general structure by deciding in advance the ground to be covered and the main questions to be asked. The detailed structure is left to be worked out during the interview, and the person being interviewed has a fair degree of freedom in what to talk about, how much to say, and how to express it. Semi-structured interviewing is a very flexible technique for small-scale research. It is not suitable for studies involving large numbers of people, but is most helpful in mini-studies and case studies. Chapters address: (1) the use of interviews; (2) different kinds of interviews; (3) the interview schedule; (4) planning and preparation; (5) doing the interview; (6) analyzing the interview; and (7) reporting and communication. (Contains one figure, three references, and five suggestions for further reading.) (SLD)

ED 394 991 TM 024 771

Simpson, Mary; Tuson, Jennifer
Using Observations in Small-Scale Research. A Beginner's Guide.
PUB DATE- 95
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Data Analysis; *Data Collection; *Educational Research; Evaluation Methods; Foreign Countries; *Observation; *Program Evaluation; Qualitative Research; *Research Methodology; Technology
IDENTIFIERS- *Small Scale Research

Teachers are being encouraged to use observational strategies for a variety of professional purposes in assessment and evaluation. Observation differs from just "looking" in that the personal experience of looking is transformed into a public event by the systematic recording of what is seen and by subsequent analysis and interpretation. Chapter 1 introduces techniques of observation and considers its advantages and disadvantages as a data gathering tool. Chapter 2 presents the two main methods of recording data, systematic recording and descriptive and narrative recording. The use of technological aids to recording is also reviewed. Chapter 3 discusses how to plan the management of observation procedures and the personal and ethical issues involved. The most commonly used methods of

672 individuals in primary client subgroups. Scores from this normative group were converted to percentiles, and mean scores were plotted as profiles for subgroups. Results then reflected specific professional roles and the impacts of the AEL on each. An appendix presents the AEL questionnaire development checklist. (Contains 3 tables, 10 figures, and 12 references.) (SLD)

ED 395 012 TM 025 026

Olson, John F.; And Others
Statistical Approaches to the Study of Item Difficulty.
PUB DATE- Sep 89
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Classification; Cluster Analysis; *Difficulty Level; Educational Research; *Measurement Techniques; Research Methodology; *Statistical Analysis; Teacher Certification; Test Construction; *Test Items
IDENTIFIERS- *Confirmatory Factor Analysis; Exploratory Data Analysis; *Full Information Factor Analysis; Local Independence (Tests); NTE Specialty Area Tests

Traditionally, item difficulty has been defined in terms of the performance of examinees. For test development purposes, a more useful concept would be some kind of intrinsic item difficulty, defined in terms of the item's content, context, or characteristics and the task demands set by the item. In this investigation, the measurement literature was surveyed for statistical approaches that might be applied to the study of item difficulty. Two broad methodological approaches were identified, exploratory and confirmatory approaches. Exploratory methods are those that attempt to categorize or cluster items that appear to measure similar abilities, that function in a similar manner in order to determine their common characteristics, and that differentiate them from other items not in the cluster. Confirmatory methods would be applied to test hypotheses developed from exploratory results or from psychological theory. The final section of the paper describes analyses using real test data that assessed the usefulness of two exploratory methods. Data from the NTE specialty area test for teacher certification in social studies for 1,748 examinees were used to evaluate full-information factor analysis and a measure of local item independence. The analyses indicate the usefulness of exploratory methods. (Contains 53 references.) (Author/SLD)

ED 395 013 TM 025 027

Mislevy, Robert J.
Exploiting Collateral Information in the Estimation of Item Parameters. Final Report.
SPONS. AGENCY- Office of Naval Research, Arlington, VA. Cognitive and Neural Sciences Div.
PUB DATE- Sep 88
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bayesian Statistics; Cognitive Processes; *Educational Assessment; *Estimation (Mathematics); *Item Response Theory; Psychological Studies; *Responses; Student

response from an extended stimulus array and lowest for items requiring that the stimulus be reordered to form a correct sequence. Whether the reported agreement levels represent sufficient accuracy to permit the widespread use of such items in standardized tests depends on whether some degree of scoring error, however small, can be accepted. Appendix A gives sample items organized by category, and Appendix B is a scoring guide organized by item category. (Contains 1 figure, 7 tables, and 13 references.) (Author/SLD)

ED 395 033 TM 025 051

Messick, Samuel
Cognitive Style and Personality: Scanning and Orientation toward Affect.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Bethesda, Md.
PUB DATE- Mar 89
NOTE- 75p.; In: Landis, D., Ed. A Persistent Scholar: A Festschrift for Charles M. Solley. Detroit, MI: Wayne State University Press.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Affective Behavior; *Attention; *Cognitive Style; *College Students; Factor Analysis; Higher Education; Measurement Techniques; *Personality Traits; *Sex Differences
IDENTIFIERS- *Focusing Behavior; *Scanning

The cognitive style dimension of scanning refers to consistent individual differences in the extensiveness and intensity of spontaneous attention deployment, leading to individual variations in vividness of experience and the span of awareness. The cognitive style of focusing was conceived as an adaptive counterpart to the defense mechanism of isolation, with the expectation that extreme focusers would concentrate their awareness on relevant task features in narrow and discriminating ways. A factor analytic study was conducted to assess scanning and focusing tendencies in a wide variety of perceptual tasks in an effort to document the convergent and discriminant correlations that would clarify the interpretation of the scanning cognitive style. The extensive experimental battery was administered to 122 male and 92 female college students. Separate factor analyses were conducted for males and females. Results of the study leave little doubt that the cognitive style of scanning refers to an organized hierarchy of dimensions exhibiting a qualitatively different structure in males and females. Implications for cognitive style and its measurement are discussed. (Contains 2 figures, 22 tables, and 83 references.) (SLD)

ED 395 034 TM 025 052

Cruise, Pamela I.; Kimmel, Ernest W.
Changes in the SAT-Verbal: A Study of Trends in Content and Gender References 1961-1987. College Board Report No. 90-1
PUB DATE- 90
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Entrance Examinations; *Educational Trends; Females; Higher Education; High Schools; High School Students; Males; Reading Tests; *Scores; *Sex Differences; Synthesis; *Test Content; Test Format; Test Items; Test Results; Trend

evaluating youth programs. Chapter 4 describes the site visits, and chapter 5 describes each of the programs visited. Issues that cut across these programs are discussed in chapter 6, and chapter 7 presents a summary of the project and implications of the findings. Site visits confirmed the initial impression that programs use a variety of configurations to facilitate services and augment service delivery to program clients. Findings also highlighted the importance of service integration as a way to increase the comprehensiveness of program offerings. The most striking implication of the study is the need to conceptualize service integration more broadly. (Contains 8 exhibits and 111 references.) (SLD)

ED 395 054 UD 030 885

Straub, Deborah Gillan, Ed.
Voices of Multicultural America: Notable Speeches Delivered by African, Asian, Hispanic, and Native Americans, 1790-1995.
PUB DATE- 96
NOTE- 1,422p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Reference Materials - General (130)
DESCRIPTORS- *Asian Americans; *Blacks; Cultural Awareness; *Cultural Differences; Ethnic Groups; Ethnicity; *Hispanic Americans; Public Speaking; *Speeches; United States History
IDENTIFIERS- African Americans; *Native Americans

This volume compiles more than 230 noteworthy speeches delivered by over 130 prominent African, Asian, Native, and Hispanic Americans from the late 1700s through 1995. In bringing together these speeches, "Voices of Multicultural America" brings to life the people and events surrounding each speech with narratives that give the historical background and the significance and impact of each speech. A brief biography of each subject is also included. To the extent possible, speeches are published in their entirety. Four introductory essays provide brief overviews of the oratory traditions of African Americans, Native Americans, Asian Americans, and Hispanic Americans. Selections are indexed by ethnicity of the speaker and by speech topic. A time line helps show each speech in its historical context. (SLD)

ED 395 055 UD 030 886

Block, Cathy Collins; Zinke, Jo Ann
Creating a Culturally Enriched Curriculum for Grades K-6.
PUB DATE- 95
NOTE- 272p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Conflict Resolution; *Cultural Awareness; Curriculum Development; *Educational Assessment; Elementary Education; Ethnic Groups; Holistic Approach; *Interpersonal Competence; Language Arts; Minority Groups; *Multicultural Education; *Problem Solving; *Self Esteem; Social Studies; Teaching Methods

This book provides a multicultural curriculum that can be used alone or as a supplemental program for language arts and social studies instruction in kindergarten through grade 6. It uses the pluralistic values of the students' heritages to develop their social and problem-solving abilities. Each of the 30

Variables related to the status of students at risk of failure in public high schools in Chuuk State of the Federated States of Micronesia are profiled. This study was part of a larger study of at-risk status in American-affiliated political entities in the Pacific. In Chuuk, data were collected from 48 student records and interviews with 50 students, 48 families, 2 principals, 47 teachers, and 13 community leaders. Because of the small sample size, many variables expected to play a role in at-risk status could not be analyzed by statistical methods. However, variables that appeared to be related to at-risk status based on response frequencies are discussed, including: (1) absenteeism; (2) school attitude and behavioral problems; (3) divorce; (4) the quality of the student's relationship with the family; and (5) class size. Both academic and personal aspects of schooling were found to be related to the at-risk status of high school students in Chuuk. Collaborative efforts by schools, parents, and communities are recommended, and include working together to demonstrate the benefits of strong study habits and school learning; to address the absenteeism problem; to provide counseling services to students and families; to improve record keeping systems; to improve the quality of instruction; and to increase parent involvement. (Contains 18 tables.) (SLD)

ED 395 075 UD 030 907

Kawakami, Alice J.; And Others
A Study of Risk Factors among High School Students in the Pacific Region.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 95
NOTE- 76p.; For related documents, see UD 030 903-906.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Attendance; Behavior Patterns; Cultural Differences; Family Environment; Foreign Countries; High Risk Students; High Schools; *High School Students; Homework; Predictor Variables; *Risk; *Secondary School Teachers; *Student Attitudes
IDENTIFIERS- *Pacific Region

A study was conducted to provide a profile of variables related to the status of students at risk of failure in public high schools in the American-affiliated Pacific region. This report, which is supplemented by four political entity-level studies published separately, gives an overview of the entire study. Throughout the four entities (American Samoa, the Commonwealth of the Northern Mariana Islands, and Chuuk and Kosrae States of the Federated States of Micronesia), data were collected from 394 student records, 411 students (194 at-risk and 217 not at-risk), 304 families, 18 principals, 350 teachers, and 79 community leaders. Significant results were obtained for the relationship between students at risk and the following student variables: (1) foreignness (cultural differences or recent arrival); (2) absenteeism; (3) attitude and behavior problems in school; (4) substance abuse; (5) previous academic performance; and (6) amount of time spent on homework. School variables related to at-risk status were class size, teachers' years of experience, and teacher requests for additional training. Home and family variables that were related were family size and the quality of the relationship between the student and head of the household. Recommendations include centers are for middle and high school students and their families. Centers are required to offer child care, family training opportunities, monitoring of child development, support and training for child care providers, and health services or referrals to health services. Kentucky Youth Advocates studied the family resource centers in primarily urban Jefferson County, the state's most populous county, to describe the roles and progress of the centers. As of December 1993, 43 of the county's 78 elementary schools were eligible for centers, and by January 1994, 32 had been opened. The anecdotal accounts presented from 17 family resource centers show the value of these centers, each of which reflects the personality and creativity of its coordinator. Appendixes list the county centers, and contain a map of county elementary schools. (SLD)

ED 395 095   UD 030 943

Payton, Brenda
The Challenge. Preventing Youth Violence. A Report from the Black Community Crusade for Children.
PUB DATE- Sep 94
NOTE- 96p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Black Community; Blacks; *Children; Crime; *Helping Relationship; Peace; Prevention; Profiles; *Urban Youth; *Violence; *Youth Programs
IDENTIFIERS- Arkansas (Pine Bluff); California (Oakland); District of Columbia; Second Chance Programs

A wave of youth violence in America is hitting African American communities hard. This report highlights some efforts across the country to prevent and stop youth violence. People in Oakland (California), Pine Bluff (Arkansas), and Washington, D.C. were asked about youth violence in their communities. Of the adults surveyed, 77% were afraid that their children or children they knew would become victims of violence. Their comments helped frame the explorations of youth programs in these cities and others described in this report. The 25 programs described with profiles of 3 individuals who had made a difference are divided into 6 sections: (1) "Youth Helping Youth," where young people design and execute their own programs; (2) "Choices," programs that offer alternatives to negative activities and dead-end roads; (3) "What about the Girls?" programs to support young women in violence prevention; (4) "Being There," an exploration of how young people benefit from knowing someone cares; (5) "It's Never Too Late," programs that provide second chances; and (6) "Peace and Healing," programs that go beyond struggling to stop violence. Contains a list of 49 resources for additional help. (SLD)

ED 395 096   UD 030 945

Duhon-Sells, Rose, Ed.
Dealing with Youth Violence. What Schools and Communities Need To Know.
PUB DATE- 95
NOTE- 126p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Conflict Resolution; *Elementary Secondary Education; *Government Role; Intervention; Juvenile Gangs;

institution; the partnership agreement between the university and the school district; a photocopy of a news article; a list of successes achieved, projects undertaken, and projects planned; and a draft of the "Farmington High School Consociate School Program Assessment Plan." The draft plan contains an outline of the five program goals for 1994-95, with related activities; suggested assessment strategies; and a template to be used when submitting proposals for collaborative projects. The five program goals include: (1) establishing technology linkages between the school and university; (2) securing external resources for simultaneous restructuring and reform of school and university programs; (3) disseminating model processes and projects; (4) assessing the degree of congruence between the high school exit criteria and university admissions expectations; and (5) enhancing the congruence of assessment processes in school and university programs. (IAH)

ED 394 904 SP 036 507

Stedman, Donald
Teacher Education Program Review in the State University System of Florida, Part II.
PUB DATE- Mar 94
NOTE- 66p.; For Program Review, Part 1, see ED 355 200. For a related report, see SP 036 508.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accreditation (Institutions); *Educational Objectives; Educational Planning; Elementary Secondary Education; Higher Education; Master Plans; Preservice Teacher Education; Program Effectiveness; Program Evaluation; *Schools of Education; *State Standards; Statewide Planning; *Teacher Education Programs; Universities
IDENTIFIERS- *Florida; Florida A and M University; Florida International University; *State University System of Florida; University of West Florida

This program review examines the Colleges of Education in three of Florida's nine State University System (SUS) universities, as a follow-up to Program Review, Part 1 (1992), which examined the other six universities. Institutions reviewed are: the Florida Agricultural and Mechanical University (FAMU), University of West Florida (UWF), and Florida International University (FIU). This review assesses the strength and effectiveness of the colleges and their teacher preparation programs to evaluate the extent to which the colleges are meeting university-wide planning objectives and to develop recommendations and plans of action to strengthen teacher education and the Florida public schools. To ensure maximum efficiency of resources, costs, and time, the review was conducted jointly with the National Council for Accreditation of Teacher Education (NCATE), the State University System of Florida (SUS), and the Florida Department of Education (DOE). Part I (1992) offered 10 recommendations focusing on academic programs, teacher certification programs, master plan goals, and preparation for national accreditation. These recommendations are repeated, with an additional recommendation concerning the establishment of a strong financial support base for the clinical training component of the teacher preparation programs. Institutional reports for the three institutions examined are included; these provide general findings and recommendations, followed by descriptions and concerns regarding resources, governance, curriculum, and relationship to the world of practice. Appendices contain the Master Plan

DESCRIPTORS- *Alcohol Abuse; Class Activities; *Curriculum
Development; Decision Making Skills; *Drug Abuse; Fine Arts;
Instructional Innovation; *Integrated Curriculum;
*Interdisciplinary Approach; Intermediate Grades; Junior High
Schools; Language Arts; Learning Activities; Lesson Plans;
Mathematics Instruction; Middle Schools; Peer Relationship;
Physical Education; Science Instruction; Self Concept; Social
Sciences; Thinking Skills; *Tobacco; Vocational Education
IDENTIFIERS- New Hampshire; Support Systems; Vermont

Curriculum infusion makes a new topic an integral part of an existing curriculum, integrating it into subject areas throughout the curriculum over time. In a tobacco, alcohol, and other drug infusion curriculum, examples might include: discussing alcohol-related themes as they arise in literature, evaluating tobacco statistics in math, studying the effects of cocaine on the brain in science, exploring practices in advertising tobacco in language arts, and even including these topics incidentally in grammar exercises, typing skills practice, or math word problems. This manual, designed to provide support for either a subject-area infusion approach or a thematically-based integrated curriculum approach, is divided into five discipline areas: language arts, social sciences, math and science, physical education, and the arts. Each section begins with a story illustrating how tobacco, alcohol, and other drug education are infused into that subject area. Icons representing important components of successful tobacco, alcohol, and other drug related education are used to indicate which component is being addressed by a particular idea. The components are: (1) factual support, (2) effective decision making skills, (3) support systems and protection, (4) critical thinking and evaluation skills, and (5) positive self-image and peer relationships. Finally, each chapter has an idea section with some ready to use lesson plans. A "Resources" section provides factual information for teachers on these topics: alcohol; how to help children from alcoholic families; teacher intervention in alcohol and other drug abuse problems; marijuana; cocaine and crack; steroids; and systems of drug classification. (Contains 19 references.) (ND)

ED 394 922   SP 036 597

Jenkins, Andrew P.
Herbal Energizers: Speed By Any Other Name.
PUB DATE- 96
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; Advertising; *Athletes; *Drug Abuse;
Drug Addiction; Drug Use Testing; High Schools; Physiology;
*Stimulants
IDENTIFIERS- *Caffeine; *Food Supplements; Herbs

This guide focuses on over-the-counter (OTC) stimulants sold to high school aged athletes and dieters as "herbal energizers," food supplements, and fatigue reducers. While advertising often makes them appear healthful and harmless, all of these stimulants belong in the class "sympathomimetic amines," so called because they mimic the sympathetic nervous system hormones. The paper discusses how these stimulants work, indicates which drugs are contained in various OTC stimulants, and lists adverse affects. Sports testing limits for amateur

Association Conference (Little Rock, AR, March 11-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Childrens Art; Childrens Literature; *Cognitive Development; *Developmental Stages; Educational Environment; *Emergent Literacy; Primary Education; *Reading Ability; *Verbal Development
IDENTIFIERS- Lowenfeld (Viktor); Mississippi; Piaget (Jean)

The primary purpose of this study was to investigate how children's responses to literature can help develop literacy. The subjects were 15 first-grade students at Overstreet Elementary School in Starkville (Mississippi). Two school observations were carried out prior to the collection of data on individual students. Case studies were conducted for each student to answer the following questions: what do the child's choices, reactions, comments, and questions reveal about cognitive skills related to literacy? Observational data were used to place the students into one of the stages of cognitive growth developed by Jean Piaget. The students fell into the stages of preoperational (ages 2-7 years) and concrete operational (7-11 years). Coinciding with Piaget's developmental stages are V. Lowenfeld and W. L. Brittain's stages of art development. Paralleling the preoperational and concrete operational stages of cognitive development are the preschematic and schematic stages of art development--students portrayed indicators in their drawings that identified each with one of the stages. A study of the relationship between the stage of cognitive development and the stage of art development in relation to the reading abilities of each student showed that for 10 of the 15 students, literacy development was determined by cognitive development. Classification of the artistic responses for these 10 students also paralleled the literacy/cognitive development classification. Cognition and literacy can be encouraged by providing children with a wide variety of reading, writing, and drawing materials, and by helping children become more aware of their environment and their relationship to that environment. (ND)

ED 394 939 SP 036 632

Ruppert, Nancy Bell; Smith, Margaret J.
Ensuring Success for At-Risk Students at the High School.
PUB DATE- Feb 96
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Ability; Acceleration (Education); *Articulation (Education); Grade 9; Guidance Programs; *High Risk Students; High Schools; Inservice Teacher Education; Junior High Schools; Junior High School Students; Middle Schools; *Parent Attitudes; Potential Dropouts; Program Effectiveness; *Remedial Programs; *Student Improvement; Student Needs; Teacher Responsibility
IDENTIFIERS- South Carolina

This study examines components of a middle school program designed to enable at-risk students to complete the 3 years of middle school in 2 years, and it looks at the progress of eight graduates of the program during their first semester in high school in South Carolina. Over-age students who entered sixth grade and displayed potential were considered for the pre-high students and the classroom environment are briefly addressed: equitable distribution of response opportunities, individual helping, latency, delving, high level questioning, affirming/correcting, praising, reasons for praise, listening, accepting feelings, proximity, courtesy, positive personal interest, touching, and desisting. (NAV)

ED 394 956 SP 036 660

Parker, D. Randall
Integration of and Roadblocks to the Use of Technology in Teaching and Teacher Education.
PUB DATE- Jan 96
NOTE- 11p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, January 25-27, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; Computer Assisted Instruction; *Computer Uses in Education; Elementary Secondary Education; Higher Education; Knowledge Base for Teaching; Preservice Teacher Education; Questionnaires; *Teacher Education Curriculum; Teacher Educators; *Technological Literacy; Technology Education
IDENTIFIERS- *Louisiana Technological University

This paper reports on returned surveys of 31 (74 percent) faculty members at the Louisiana Tech University College of Education. The survey was designed to provide data related to the faculty's use and integration of technology into teacher education classes. Subjects were asked to respond to three question sets on their intended use of technology in no classes, one class, most classes, or all classes during the 1995-96 academic year. In a fourth and fifth question set, faculty were asked to select their level of interest in technology workshops to increase the use of technology in teaching and to identify the perceived obstacles that hindered faculty use of technology. A sixth question set consisted of open ended questions addressing faculty use of, interest in, and obstacles to the use of technology in teaching. Findings indicated that the faculty had a high degree of willingness to increase students' use of technology as a productivity tool in improving instruction; many more said they would use it if upgraded equipment, support personnel, and training were available. Results are being used to develop and implement a college-wide strategic plan to improve available technology and its use, overall, but especially in instruction and teacher preparation. (Contains 15 references.) (NAV)

ED 394 957 SP 036 661

Davidson, Betty M.; Dell, Geralyn L.
Transformation of Teaching and Learning through Inquiry.
PUB DATE- 26 Jan 96
NOTE- 14p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, January 25-27, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Change; Educational Innovation; Elementary Education; Higher Education; *Inquiry;

teaching and planning time; and (3) in the next few years, the need for development training and technical assistance will be focused on specific high school restructuring initiatives, such as shared decision making, increased use of teams for instruction, flexible scheduling, and performance-oriented graduation requirements and many forms of assessment. Twelve recommendations were made based on these findings. Appendices include the configuration map and the mean scores and correlation coefficients for the 33 high schools. (NAV)

ED 394 973 SP 036 689

The Implementation of the Kentucky Education Technology System (KETS).
SPONS. AGENCY- Kentucky Inst. for Education Research, Frankfort.
PUB DATE- Oct 95
NOTE- 109p.; For related documents, see SP 036 685-694.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Assisted Instruction; Computer Networks; *Computer Uses in Education; Educational Assessment; *Educational Technology; Elementary Secondary Education; Interviews; Program Evaluation; *Program Implementation; School Restructuring; State Departments of Education
IDENTIFIERS- *Kentucky; *Kentucky Education Reform Act 1990

This report describes two studies on the extent of the implementation of the Kentucky Education Technology System (KETS), part of the Kentucky Education Reform Act of 1990 (KERA). Study 1 was an external evaluation using 8 university field observers (names are given); study 2 was a self-assessment study using 47 anonymous district technology coordinators field observers. The same research instrument was used in both studies. Both studies examined a random sample of the same 24 schools. Composite findings indicate that all districts are connected to the KETS network, and schools across the state had shown significant progress in building the capacity to make technology and technology networks available to students, teachers, and administrators. Aspects related to school structures of planning and organization had seen the most progress, yet wide differences were noted in the use of technological applications and options available for professional development. Principals were found to be generally positive about the potential of technology and committed to providing it for students. Word processing received considerable use in study schools, and databases and spreadsheets were beginning to be a regular part of instruction; telecommunication was rarely used for instruction or communication. In addition, the use of the two-way video teleconferencing network was found to be an efficient and cost-effective method for training data collectors. Basic classroom connectivity was found to be deficient; differentiating factors between low and high technology implementation schools were related to classroom instruction and professional development. Four appendices include an innovation component configuration map for educational technology, the principal and teacher interview questions, and statistical representations of gathered data. (NAV)

ED 394 974 SP 036 690

Statewide Education Reform Survey: The Judgements, Opinions and Perspectives of Local School Board Members, 1995.
PUB DATE- Oct 95

analyzing data are described in chapter 4, considering the processing of both quantitative and qualitative data. (Contains 12 figures and 27 references.) (SLD)

ED 394 992 TM 024 773

Stroud, Robert E.
Correlations between the Metropolitan Achievement Tests, Seventh Edition, and the Ohio Ninth-Grade Proficiency Tests.
PUB DATE- 95
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Tests; Comparative Analysis; *Correlation; Grade 8; Grade 9; High School Students; Language Arts; Mathematics Tests; Reading Tests; Secondary Education; Secondary School Students; Test Results; Test Use; *Test Validity; Writing Tests
IDENTIFIERS- High Stakes Tests; *Metropolitan Achievement Tests; *Ninth Grade Proficiency Test

This study examines correlations between the Metropolitan Achievement Tests, seventh edition (MAT-7), and analogous portions of the 1995 Ohio Ninth-Grade Proficiency Tests. The MAT-7 scores of 156 eighth-grade students who had completed both test batteries were paired with complementary sections of the Proficiency test. Correlations between the tests were 0.52 for reading, 0.63 for mathematics, 0.25 for language/writing, and 0.58 for social studies and citizenship. All were considered significant. It is argued that even relatively high correlations between a test in question and an established test like the MAT-7 do not constitute validity. Validity comes only with the accumulation of results from different sources. Implications of comparing a high-stakes test like the Ohio Proficiency Test with a test administered in low-stakes circumstances are discussed. (Contains one table and nine references.) (Author/SLD)

ED 394 993 TM 024 778

Estimates of School Statistics, 1994-95, As Provided by the State Departments of Education.
PUB DATE- 95
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Finance; Educational Trends; Elementary Secondary Education; Enrollment; Estimation (Mathematics); Expenditures; Federal Aid; *Federal Government; *Financial Support; *Government Role; Income; Public Schools; *School Statistics; *State Departments of Education; State Government; Teacher Salaries; Trend Analysis

Data in this report provide information about the extent to which national, state, and local governments commit resources to educate the youth of the nation. In its 53rd year, this publication provides current information on public school enrollment and participation, employment and compensation of personnel, and finances, as reported by the state departments of education. The state-level data reported permit broad assessments of trends in staff salaries, sources of school funding, and levels of educational expenditures. These data show that public school enrollment is expected to increase by

Characteristics
IDENTIFIERS- *Collateral Information; Empirical Bayes Estimation; *Item Parameters

When using item response theory (IRT) models in educational and psychological measurement, it is standard practice to estimate the operating characteristics of test items from examinees' item responses alone. This is the final report of a project that employed Bayesian and empirical Bayesian methods to exploit additional information that is often available about test items (e.g., format, content, or cognitive processing requirements) or about examinees (e.g., educational background or demographic status). Although collateral information about examinees and items is rarely employed in IRT, it is straightforward to incorporate it using Bayesian and empirical Bayesian methods. Employing collateral information is mandatory to obtain correct Bayesian and empirical Bayesian inferences if it was used to assign items to examinees. Practical and theoretical results obtained in a series of six research reports are summarized. (Contains 3 tables and 12 references.) (Author/SLD)

ED 395 014 TM 025 028

Enright, Mary K.; Bejar, Isaac I.
An Analysis of Test Writers' Expertise: Modeling Analogy Item Difficulty.
SPONS. AGENCY- Graduate Record Examinations Board, Princeton, N.J.
PUB DATE- Jul 89
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Construct Validity; *Difficulty Level; Models; Prediction; *Researchers; *Statistical Analysis; Test Construction; *Test Items
IDENTIFIERS- *Analogies; *Expertise

In this study, the ability of test development staff to predict the difficulty of analogy items was explored. The nature of the item attributes that contributed to test writers' predictions of difficulty as well as actual item difficulty was also investigated. The two expert test writers studied were quite good at predicting item difficulty. Item attributes such as vocabulary difficulty and rationale difficulty contributed to item difficulty. However, a statistical model of item difficulty did not capture all the information that test writers used to judge item difficulty. This research contributes to the construct validation of tests in two ways. First, identification of some item attributes that are associated with item difficulty clarifies what skills and processes are likely to be involved in solving analogies. Second, the expertise of test writers, a crucial ingredient in ensuring the validity of the test, is demonstrated. (Contains 2 figures, 6 tables, and 13 references.) (Author/SLD)

ED 395 015 TM 025 029

Mislevy, Robert J.
Foundations of a New Test Theory.
SPONS. AGENCY- Office of Naval Research, Arlington, VA. Cognitive and Neural Sciences Div.
PUB DATE- Oct 89
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

Analysis; *Verbal Tests
IDENTIFIERS- *Scholastic Aptitude Test

Beginning in 1972, the average Scholastic Aptitude Test Verbal (SAT-V) score for men has been higher than that for women. This study created a detailed history of the content of SAT-V sections over the last two and a half decades and examined the changes of test content and trends over time in the balance of references to and representations of women and men within the content of the test. A total of 153 forms of the test was identified as having been used since 1963. Overall review indicated that the shift in content that was most noteworthy was the elimination of the synthesis reading passage in 1974. The relative proportions of item types have otherwise been fairly constant, as has the relative balance between science content and humanistic content. During the 1960-1987 period SAT candidates encountered women subjects or female-related language only rarely, but the trend has been to reduce the disparity between male and female language. Changes in content do not support the hypothesis that content has been responsible for increased male scores. Although the trend toward male-dominated language has been reduced, there has not been a corresponding increase in females' scores. Further research will be necessary to clarify the reasons for the score differences. Three appendixes give classification codes, a summary report for October 1960 to June 1987 scores, and the ordering of SAT-V item types. (Contains 1 figure, 17 tables, and 19 references.) (SLD)

ED 395 035 TM 025 055

Yamamoto, Kentaro
Estimating the Effects of Test Length and Test Time on Parameter Estimation Using the HYBRID Model.
PUB DATE- Mar 95
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ability; Estimation (Mathematics); *Item Response Theory; Multiple Choice Tests; *Responses; *Statistical Bias; *Test Length; *Timed Tests
IDENTIFIERS- *HYBRID Model; Item Parameters; Missing Data; *Speededness (Tests); Test of English as a Foreign Language

The traditional indicator of test speededness, missing responses, clearly indicates a lack of time to respond (thereby indicating the speededness of the test), but it is inadequate for evaluating speededness in a multiple-choice test scored as number correct, and it underestimates test speededness. Conventional item response theory (IRT) parameter estimation ignores the mixture of random response during calibration; consequently, estimated parameters are biased. The HYBRID model (K. Yamamoto, 1989) was extended (Yamamoto, 1990) to characterize when each examinee switches from an ability-based response strategy to a strategy of responding randomly. The model has allowed the evaluation of test speededness by estimating the proportions of examinees who switch strategies at any possible point in the test. The estimated IRT parameters based on the HYBRID model were more accurate than the ordinary IRT-only analysis. With the extended HYBRID model applied to the data taken from an experimental form of the Test of English as a Foreign Language it was found that: (1) test length had a small impact on the proportion of examinees affected by test speededness; (2) a greater proportion of examinees was affected by speededness of a test with a 50-minute time limit than a units contains quotations that exemplify the concept being studied; lists of selections from children's literature; and activities addressing a societal, educational, and content-area goal. Units help students appreciate the differences and similarities among 30 different cultural groups, and cover topics such as "being yourself," "giving kindness," "overcoming fears," and "valuing school." Students learn strategies for resolving conflict, develop self-management skills and self-esteem, and build stronger bonds between home and school. The book suggests 20 methods of assessing students' development of social educational strategies and applying their reading and writing skills and content-area knowledge in their lives outside of school. (Contains 39 blackline masters for activities and more than 300 quotations that promote cultural awareness.) (SLD)

ED 395 056 UD 030 887

Dyson, Michael Eric
Between God and Gangsta Rap: Bearing Witness to Black Culture.
PUB DATE- 96
NOTE- 231p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Black Culture; Black History; Blacks; *Civil Rights; *Disadvantaged Youth; Family Characteristics; Inner City; *Males; Profiles; *Racial Identification; Racial Relations; Religious Cultural Groups
IDENTIFIERS- Malcolm X; Michigan (Detroit); National Association Advancement Colored People; *Rap Music; Simpson (OJ) Murder Trial

The essays in this collection explore black culture from the perspective of an author who went from a childhood in inner-city Detroit (Michigan) to become an ordained minister, university professor, and cultural critic. The book opens with a letter to the author's brother, in jail for murder, and examines their childhoods and the role of the author's stepfather in the brothers' upbringing. A section entitled "Testimonials: The Joys and Concerns of Black Men's Lives" provides meditations on the O. J. Simpson trial and on the lives of Gardner Taylor, Michael Jordan, Sam Cooke, Brent Staples, and Marion Barry. The second section, "Lessons: Politics of/and Identity," explores: (1) civil rights; (2) the influence of Malcolm X; (3) the role of the National Association for the Advancement of Colored People (NAACP); (4) the contributions of Carol Moseley-Braun; (5) race and the myth of Black purity; (6) relations between Blacks and Jews; (7) the Black family; and (8) the Black Panthers. A section entitled "Songs of Celebration" presents profiles of Black Americans, especially those noted in popular culture, and several analyses of Black music and gangsta rap. The conclusion is a letter to the author's wife that traces much of his development and cultural beliefs. (SLD)

ED 395 057 UD 030 888

Barba, Robertta H.
Science in the Multicultural Classroom. A Guide to Teaching and Learning.
PUB DATE- 95
NOTE- 444p.
LANGUAGE- English

schools, parents, and communities working together to demonstrate the benefits of school learning, provide counseling services to students and families, improve school recordkeeping systems, improve the quality of instruction, and increase parent involvement in the educational process. Policymakers must assist these efforts by enacting policies that support long-term, systemic change to improve the quality of learning in Pacific schools. Appendixes present five instruments from the study. (Contains 5 tables and 38 references.) (SLD)

ED 395 076 UD 030 908

Steward, Robbie J.; Baden, Amanda L.
The Cultural-Racial Identity Model: Understanding the Racial Identity and Cultural Identity Development of Transracial Adoptees.
PUB DATE- Dec 95
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adjustment (to Environment); *Adopted Children; Child Development; *Counseling; Cultural Awareness; *Identification (Psychology); Individual Development; Models; Parents; *Racial Identification; *Transracial Adoption

Counseling psychologists have yet to study the counseling needs of transracially adopted children. The intent of this paper is to present a model that increases understanding of possible adaptations of transracial adoptees. Race and culture of adoptees, parents, and that reflected within the community in which the family resides are all highlighted as critical in conceptualizing the unique needs and experiences that transracial adoptees may bring to counseling. The model proposes that transracial adoptees' cultural identities are composed of both racial group cultural identity and the cultural identity of their parents, and that transracial adoptees' racial identities are composed of a combination of their own racial identity and that of their adoptive parents. In addition, an individual may have a unique cultural adaptation that is qualitatively different from that of the parents and the racial group. The model as diagrammed has two axes, a cultural identity axis and a racial identity axis. Future research might address the psychological adjustment and sense of well-being of transracial adoptees across all cells of this model. (Contains 3 figures and 39 references.) (Author/SLD)

ED 395 077 UD 030 909

Shapiro, Isaac; And Others
Assessing the Plans To Balance the Budget: What Are the Effects on Low-Income Programs?
PUB DATE- 1 Feb 96
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Budgeting; Cost Estimates; *Federal Aid; Federal Legislation; Low Income Groups; Policy Formation; *Poverty Programs; Resource Allocation; *Retrenchment; Welfare Recipients; *Welfare Services
IDENTIFIERS- Clinton Administration; *Democratic Party; Discretionary Programs; Educational Entitlements; *Republican Party; Social Entitlements

This analysis of how plans to balance the budget are likely to

Multicultural Education; *Parent Role; *Prevention; School Safety; Self Concept; Teacher Education; *Violence

This publication addresses many of the complexities of violence, and provides information to prepare educators and parents to combat violence in schools and communities. The chapters are: (1) "How Educators, Students, Parents, and Law Enforcement Officials See School Violence" (Rose M. Duhon-Sells and Halloway C. Sells); (2) "Addressing School Violence through an Understanding of Gangs and Gang-Related Behaviors" (Vera Inez Daniels and Theodore Pikes); (3) "Curbing Violence: A Challenge for the Nation's Schools" (Elton C. Harrison); (4) Family Violence and the Schools (Victor C. Kirk); (5) "Identification of Various Levels of School Violence" (Alfred D. Frederick); (6) "Variations in Violence" (Gwendolyn M. Duhon-Haynes, Harry Albert, and Alice Duhon-Ross); (7) "Governmental Initiatives To Reduce Violence in the Schools" (Leon R. Tarver, II); (8) "School Violence: Preparing Preservice Teachers" (Patricia J. Larke and Norvella P. Carter); (9) "Disarming Our Children: What Every Parent Can and Should Do" (Lanier Cordell); (10) "What We Can Do about Gangs" (Mary Lynn Cantrell); (11) "Techniques for Reducing School Violence" (Mary M. Addison and Dolores A. Westmoreland); (12) "Mediating Power Struggles between Students" (Allen N. Mendler); (13) "Nourishing the Sense of Self in School-Age Children in an Effort To Stop Violence in Schools" (Emma Thomas Pitts); (14) "Students as Conflict Resolvers in Schools: Two Models that Work" (Cynthia L. Jackson and Luis C. Hines); (15) "Critical Thinking as a Conflict Resolution Strategy" (Jacqulin Sensley Jacobs and Roy L. Jacobs, Sr.); (16) "Resolving School Conflicts through Appropriate Multicultural Education Programs" (Calvin Walker, Preston Dinkins, and Jane W. Robinson); (17) "Restoring Human Dignity: A Model for Prevention and Intervention" (VerJanis A. Peoples and Gerald C. Peoples); and (18) "Reducing School Violence: Resources To Assist Teachers" (Patricia J. Larke, Comp. and Norvella P. Carter, Comp.). Chapters contain references. (SLD)

and program goals, inventory of programs offered by SUS, information on undergraduate education majors for fall 1991, SUS financial information, and review schedules. (NAV)

ED 394 905 SP 036 508

England, David A.
Teacher Education Program Reviews at University of North Florida, Florida State University, Florida Atlantic University, University of South Florida, March 1994-April 1995.
PUB DATE- Aug 95
NOTE- 91p.; For previous reports, see ED 355 200 and SP 036 507.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accreditation (Institutions); *Educational Objectives; Educational Planning; Elementary Secondary Education; Higher Education; Master Plans; Preservice Teacher Education; Program Effectiveness; Program Evaluation; *Schools of Education; *State Standards; Statewide Planning; *Teacher Education Programs; Universities
IDENTIFIERS- *Florida; Florida Atlantic University; Florida State University; *State University System of Florida; University of North Florida; University of South Florida

This report offers the review of four joint teacher education reviews conducted in the Florida State University System (SUS). Institutions reviewed are: University of North Florida (UNF), Florida State University (FSU), Florida Atlantic University (FAU), and the University of South Florida (USF). Joint teams were composed of the National Council for Accreditation of Teacher Education (NCATE) Board of Examiners members, the Florida Department of Education (DOE) Unit Review Team members and DOE staff, and the Board of Regents (BOR) consultant and BOR staff. Teams reviewed written self-study materials and reports provided by each teacher preparation program and conducted a site visit to each institution. An initial report (1992) offered ten recommendations focusing on academic programs, teacher certification programs, master plan goals, and preparation for national accreditation. A second report (March 1994) offered an additional recommendation concerning the establishment of a strong financial support base for the clinical training component of the teacher preparation programs. The four reports in this presentation assess the strength and effectiveness of the four colleges and their teacher preparation programs, evaluate the extent to which the colleges are addressing systemwide issues in teacher education, determine the progress made on previous recommendations, and outline recommendations for improving the current teacher preparation programs. Appendices include the academic degree programs inventory, joint review teams personnel listing, and vita of the BOR consultant. (NAV)

ED 394 906 SP 036 524

Wilmore, Elaine L.; Erlandson, David A.
Portfolio Assessment in the Preparation of School Administrators.
PUB DATE- Jan 95
NOTE- 9p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 26-28, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

athletes are outlined, as well as advertising ploys to make OTC stimulants appealing, particularly to younger users. Concerns for teachers, parents, and youth coaches include: (1) teen athletes are particularly susceptible to persuasive marketing and claims as well as to overuse syndromes; (2) teenage girls are at the highest risk to anorexia and bulimia nervosa and overuse of diet aids; (3) terms like "herbal," "natural," and "no caffeine" are used to give a false sense of security; (4) there is a lack of control of over distribution, sale, and use of these products by minors; and (5) combination of symptoms and conditions associated with stimulants as well as the combined (synergistic) effects of OTC stimulants and caffeine can be fatal. Suggested actions include educating adults and teens on marketing ploys and on the effects and risks of using OTC stimulants. Also, concerned adults can request gyms and stores to place these dangerous stimulants out of reach of minors and to voluntarily agree to sell them only to adults. A list of resource organizations is included. (Contains 21 references.) (ND)

ED 394 923 SP 036 598

Pacific Standards for Excellence in Teaching, Assessment and Professional Development. Pacific Standards for Excellence Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 95
NOTE- 110p.; Developed by the Pacific Mathematics and Science Leadership Team.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Course Content; Cultural Influences; *Educational Assessment; Elementary Secondary Education; Geographic Regions; *Mathematics Instruction; Numeracy; *Professional Development; Regional Planning; *Science Instruction; Scientific Literacy; *Standards; Teacher Student Relationship
IDENTIFIERS- *Pacific Islands

Based on research and the work of groups engaged in mathematics and science education reform, this document describes the teaching, assessment, and professional development necessary for practitioners in the Pacific region to bring about mathematical and scientific literacy by improving the interaction among students, teachers, and content. The introduction describes six characteristics of effective mathematics and science teachers, the importance of mathematics and science literacy, and shifts in education in these fields; it also includes a discussion of learning. The 12 teaching standards describe the knowledge, skills, and attitudes teachers should have to successfully help students achieve literacy. The nine assessment standards describe the essential characteristics of quality assessment of student learning and the principles which guide assessment decision making. Also covered are assessment and the vision for Pacific students, a story about standards in action, and discussions of purposes of assessment, types of assessment and the interaction of culture and assessment. The seven professional development standards that conclude the document describe a variety of means through which teachers can develop, maintain, and enhance their skills. Appendixes contain a glossary and a bibliography of sources of school at-risk program. The group studied is the first group of students to successfully complete the self-contained, highly-structured, technology-based program. Student interviews, teacher surveys, parent questionnaires, and student grades were examined to identify each student's progress in the first two 9-week segments of the first 9th-grade semester. The study showed a lack of parent involvement; lack of communication between the middle school and the high school administration and guidance departments; and poor effort on the students' part. Yet, by the end of the semester, six of the eight students were passing at least half of their courses. Findings suggest: that the middle school at-risk program contained all the elements of a good program; that good communication is needed between middle school and high school; and that more parent participation needs to be encouraged. (Contains 12 references.) (NAV)

ED 394 940   SP 036 636

Askins, Billy E.; Blide, Patti
A Minority High School Uses Peer Coaching as a Forum for Dialogue To Better Understand Diversity.
PUB DATE- Feb 96
NOTE- 11p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, February 21-24, 1996). Transparency originals mentioned in the text are not included.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beginning Teachers; Collegiality; *Faculty Development; Feedback; High Schools; *Inservice Teacher Education; Mentors; *Models; *Peer Evaluation; *Peer Relationship; Program Effectiveness; Secondary School Teachers; Teaching Experience; Training Methods; Workshops
IDENTIFIERS- *Peer Coaching; Texas

This report describes the implementation and operation of a 6-month peer coaching program, "Collegial Coaching: Transfer of Learning through Reflective Practice," at Estacado High School in Lubbock (Texas). The program was originally designed to assist teachers to improve their own management and instruction in the classroom. However, it was noticed that it had become an effective forum for dialogue for beginning as well as seasoned teachers to better understand and work with diversity in the classroom. The Estacado Model is a reflective model; it is teacher-centered and teacher controlled with an important distinction between feedback and coaching. It is also uniquely collaborative, organized by teaching field, and very time efficient. It was presented in three training phases, several months apart, with one full day for each step. The three phases are: peer watching, peer feedback, and peer coaching. This 3-step approach provided educators with theory and guided practice so that they could return to their own schools to implement what they had learned. An important lesson from the model is that peer coaching is a powerful and effective way of assisting teachers to transfer new knowledge into practice. Other lessons learned include the critical aspect of communication and scheduling; the need for additional practice and training materials and a central location for input; the need to prevent the project from becoming personality dependent; and the impact of administrative and teacher assessments. (Contains 11 references.) (NAV)

ED 394 941   SP 036 638

Organizational Change; *Participative Decision Making; Rural Schools; *School Restructuring; *Teacher Collaboration; *Teacher Influence; Teacher Role
IDENTIFIERS- *Teacher Empowerment

This paper focuses on how teachers in a rural elementary school, involved in the fourth year of a restructuring process (the Accelerated Schools Project), used inquiry to transform teaching and learning. In the past, teachers generally worked within their own classrooms and had little input in school wide operations. However, after four years of the accelerated schools program, teachers showed more willingness to reflect, share, and work on a more unified basis. The accelerated schools inquiry process helped them to gain a better understanding of the challenges they faced on a school wide basis; it offered a systematic method for facing and solving the complex problems of the school community. The case study method was used over 8 months to gather data from informal interviews and the observations of 26 teachers; 6 teachers and the principal were selected for more intense interviews and participant observations. Questions focused on children and learning, educational environment, capacity of teachers to participate in school decisions before and after the Accelerated Schools Project, relationships among teachers, and the use and impact of inquiry. Findings indicated that teacher inquiry was a key ingredient to school transformation and that the changes appeared to correlate with J. Murphy's (1991) three major categories for restructuring schools: expanded responsibilities, new professional roles, and new career opportunities. It was noted that inquiry on both the teacher and cadre levels opened doors to innovative approaches for children's learning in varied ways. (Contains 14 references.) (NAV)

ED 394 958 SP 036 662

Kansanen, Pertti, Ed.
Discussion on Some Educational Issues VI. Research Report 145.
PUB DATE- 95
NOTE- 212p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; Educational Legislation; Educational Practices; *Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; *Preservice Teacher Education; Program Evaluation; Reflective Teaching; Student Motivation; Student Teaching; *Teacher Education Curriculum; Teacher Evaluation; *Theory Practice Relationship
IDENTIFIERS- Denmark; Finland; Germany; Norway; United Kingdom

This research report presents 10 papers offering views of Finnish, Swedish, British, Danish, and United States educators on teaching and teacher education. The essays are as follows: (1) "The Missing Content in Teaching: Focus on What Teachers Reflect Upon While They Are Teaching" (Mikael Alexandersson); (2) "What Is Reflection? On Reflection in the Teaching Profession and Teacher Education" (Jan Bengtsson); (3) "Curiosity, Interest, and Intrinsic Motivation: A Conceptual Analysis" (Reijo Byman); (4) "The Development of Initial Teacher Education: Insights from Research on Learning to Teach" (James Calderhead); (5) "The Role of School Practice in Teacher Education" (Juhani Hytonen); (6) "Educational Knowledge and Reality" (Jujani Jussila); (7) "The 'Deutsche Didaktik' and the

NOTE- 91p.; For related documents, see SP 036 685-689 and SP 036 691-694.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Boards of Education; *Educational Assessment; *Educational Change; Elementary Secondary Education; Program Evaluation; *Program Implementation; School Districts; *School Restructuring; State Departments of Education; State Standards; State Surveys
IDENTIFIERS- *Kentucky; *Kentucky Education Reform Act 1990; Reform Efforts

This report describes the attitudes of district school board members about the implementation of school reforms based on the Kentucky Education Reform Act of 1990 (KERA). Information on attitudes toward KERA was gathered by a mail-out, 11-page questionnaire sent to a random sample of 600 local school board members. The questionnaire asked for the school board member's perceptions, opinions, and ideas about these issues: how schools have changed since KERA was introduced; the most positive results and the negative effects of KERA; reliable measures for school improvement; extent to which KERA-initiated programs are working; priorities for improving programs and practices; support of underlying beliefs; support for school reform; stress level of school personnel and students; reactions to frequently recorded statements about the effects of KERA; positions on academic expectations, assessment options, and accountability. Findings are reported on each of these focus issues. As a general evaluation, more than half of school board members surveyed believed that schools had changed for the better since KERA, and two out of three members said they would not want to return to pre-KERA schools. The most positive results of KERA included more financial support for schools, newer teaching and learning strategies, and more support for educational technology. The results are presented in 32 pages of tables. (NAV)

ED 394 975 SP 036 691

Statewide Education Reform Survey of Teachers, Principals, Parents and General Public, 1995.
SPONS. AGENCY- Kentucky Inst. for Education Research, Frankfort.
PUB DATE- Oct 95
NOTE- 374p.; For related documents, see SP 036 685-694.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; Attitude Change; Community Attitudes; *Educational Assessment; Elementary Secondary Education; Parent Attitudes; *Program Effectiveness; Program Evaluation; *School Restructuring; State Departments of Education; *State Standards; State Surveys; Teacher Attitudes
IDENTIFIERS- *Kentucky; *Kentucky Education Reform Act 1990

This report describes the attitudes of parents, the general public, school principals, and teachers across Kentucky about the implementation of school reforms based on the Kentucky Education Reform Act of 1990 (KERA). Data were gathered from random telephone surveys in the eight geographic regions of the state for each targeted audience based on quotas developed in proportion to school type or job function. Objectives included: to obtain target groups' evaluation of the public schools; to determine their knowledge and support of KERA, and their beliefs about whether the KERA initiatives are working; to nearly 627,000 students from 1993-94 to 1994-95, with the increases slightly larger for the secondary grades. This will represent the tenth consecutive increase since 1984-85. A concomitant increase in the number of teachers is expected, with an increase of over 45,000 projected from 1993-94 to 1994-95. State education agencies expect an increase of about 3.1% in the average teacher's salary, and a 2.9% increase in per pupil expenditure. Local governments provide the largest share of public school financial support, at 46.7%, while the federal government is expected to provide 7.3% to public elementary and secondary school revenues. (Contains 11 tables and 19 figures.) (SLD)

ED 394 994 TM 024 782

Meeks, Ronald L.; And Others
Federal Funds for Research and Development. Fiscal Years 1993, 1994, and 1995. Volume 43. Detailed Statistical Tables.
PUB DATE- 95
NOTE- 301p.; For volume 42, see ED 379 348. Replaces NSF-94-4.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Estimation (Mathematics); *Federal Aid; Federal Government; *Financial Support; Government Role; Public Agencies; *Research and Development; Research Projects; Science Programs; Scientific Research; Technological Advancement; Trend Analysis

Data in the tables of this publication were derived from the Survey of Federal Funds for Research and Development. They reflect research and development funding (R&D) levels as reported by 32 federal agencies from March through October 1994. The agencies reported their data as obligations and outlays incurred, or expected to be incurred, regardless of when the funds were appropriated or whether they were identified specifically for R&D. Data for 1993 are actual, and data for 1994 and 1995 are estimates, since they do not represent completed transactions. Estimated federal funding for R&D is expected to decrease 1%, to $72 billion, in fiscal year 1995. Contributing to this is a 26% drop in R&D plant obligations and a 1% decrease in development funding. However, research funding is expected to increase slightly. Seven of the 32 reporting agencies will account for 95% of total federal funding of R&D and R&D plant. Funding for the Department of Defense will be the largest share, followed by funding for the Department of Health and Human Services. One table in the "Overview" and three charts provide background information. Detailed statistical tables (n=109) are in Section C, and an appendix contains 2 more tables of agencies included in the survey since its inception. (SLD)

ED 394 995 TM 024 806

Weare, Jane; And Others
Significant Correlates with Stanford Test Score Changes, Believe It or Not.
PUB DATE- 8 Nov 95
NOTE- 57p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Biloxi, MS, November 8-10, 1995).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches,

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Ability; Cognitive Psychology; *Educational Assessment; Educational Research; Elementary Secondary Education; Estimation (Mathematics); Higher Education; Instruction; *Problem Solving; *Psychological Studies; *Statistical Analysis; Student Placement; *Test Theory

It is only a slight exaggeration to describe the test theory that dominates educational measurement today as the application of twentieth-century statistics to nineteenth-century psychology. Sophisticated estimation procedures, new techniques for missing-data problems, and theoretical advances into latent-variable modeling have appeared--all applied with psychological models that explain problem-solving ability in terms of a single, continuous variable. This caricature suffices for many practical prediction and selection problems because it expresses patterns in data that are pertinent to the decisions that must be made. It falls short for placement and instruction problems based on students' internal representations of systems, problem-solving strategies, or reconfigurations of knowledge as they learn. Such applications demand different caricatures of ability--more realistic ones that can express patterns suggested by recent developments in cognitive and educational psychology. The application of modern statistical methods with modern psychological models constitutes the foundation of a new test theory. (Contains 99 references.) (Author)

ED 395 016 TM 025 033

Stocking, Martha L.
Specifying Optimum Examinees for Item Parameter Estimation in Item Response Theory.
SPONS. AGENCY- Office of Naval Research, Arlington, VA. Cognitive and Neural Sciences Div.
PUB DATE- Oct 88
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Ability; Adaptive Testing; *Estimation (Mathematics); *Item Response Theory; *Maximum Likelihood Statistics; Test Construction; *Test Items
IDENTIFIERS- Calibration; Item Parameters; *Optimization; *Three Parameter Model; Two Parameter Model

The relationship between examinee ability and the accuracy of maximum likelihood item parameter estimation is explored in terms of the expected (Fisher) information. Information functions are used to find the optimum ability levels and maximum contributions to information for estimating item parameters in three commonly used logistic item response models. For the three and two parameter logistic models, examinees who contribute maximally to the estimation of item difficulty contribute little to the estimation of item discrimination. This suggests that in applications that depend heavily upon the veracity of individual item parameter estimates (e.g., adaptive testing or test construction), better item calibration results may be obtained (for fixed sample sizes) from examinee calibration samples in which ability is widely dispersed. (Contains 2 tables, 4 figures, and 11 references.) (Author/SLD)

ED 395 017 TM 025 034

test with a 55- or 60-minute time limit; and (3) the difference in the proportions of examinees affected by the speededness of tests under 55- and 60-minute time limits was small. However, nearly 20% of examinees were affected by speededness after completing 80% of the test, so that the last 20% of responses of 20% of examinees did not represent their true ability. (Contains 4 tables, 16 figures, and 18 references.) (Author/SLD)

ED 395 036 TM 025 056

Yamamoto, Kentaro; Everson, Howard T.
Modeling the Mixture of IRT and Pattern Responses by a Modified HYBRID Model.
PUB DATE- Jul 95
NOTE- 29p.; Paper presented at a symposium titled "Applications of Latent Trait and Latent Class Models in the Social Sciences" (Hamburg, Germany, May 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability; College Students; Estimation (Mathematics); Higher Education; *Item Response Theory; *Psychometrics; Reading Comprehension; *Reading Tests; *Timed Tests
IDENTIFIERS- *HYBRID Model; Item Parameters; Latent Class Models; *Response Patterns; Speededness (Tests)

This study demonstrates the utility of a HYBRID psychometric model, which incorporates both item response theoretic and latent class models, for detecting test speededness. The model isolates where in a sequence of test items examinee response patterns shift from one providing reasonable estimates of ability to those best characterized by a random response pattern. The study applied the HYBRID model to three distinct data sets: (1) simulated data representing the performance of 3,000 examinees on a 70-item test; (2) data from a statewide field test (n=5,997) of a 40-item reading comprehension test with a fixed time limit; and (3) data from a study of urban university students (n=752) who took a similar 40-item reading comprehension test under varying time limits. The HYBRID model successfully identified "switch points" in examinees' item response patterns in all three data sets. This paper discusses applications of the model used to detect speededness and to provide adjusted estimates of item parameters and examinee abilities. (Contains 4 tables, 4 figures, and 38 references.) (Author)

ED 395 037 TM 025 057

Buser, Karen
Basic Precepts in Test Construction.
PUB DATE- 25 Jan 96
NOTE- 16p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, January 25-27, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Tests; *Decision Making; *Educational Planning; *Evaluation Methods; Scores; Student Evaluation; *Test Construction; Test Content; Test Format; Test Items; Test Reliability; Test Use; Test Validity

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Constructivism (Learning); Cultural Differences; Curriculum Development; *Knowledge Base for Teaching; *Multicultural Education; Science Education; *Science Instruction; Teaching Methods; *Thematic Approach
IDENTIFIERS- Graphic Organizers; *Reflective Practice

This book is designed to help the teacher become a reflective practitioner in the multicultural science classroom. The ideas presented are grounded in constructivist theory and emphasize a multicultural approach to science education. The first section, "Addressing Diversity," deals with issues germane to the science education needs of culturally diverse learners. "Constructing a Knowledge of Science," the second section, deals with ways in which children learn and ways of facilitating the academic growth of all children. "Developing Pedagogical Content Knowledge" deals with the content-area specific knowledge necessary for effective science teaching. The final section, "Teaching through Thematic Units," presents models for integrating content areas and for presenting science as part of a unified whole. Each chapter begins with a graphic organizer, a visual representation of the knowledge in the chapter. A series of "Points To Ponder" provides cues about topics for reflective practice. Background and classroom practice techniques are included, as well as a chapter summary and review and reflective practice sections. Appendix A discusses classroom safety, Appendix B discusses animals for the classroom, and Appendix C reviews equipment and supplies. A glossary is included. (Contains 50 figures, 19 tables, 14 graphic organizers, and 457 references. (SLD)

ED 395 058 UD 030 889

McClain, Paula D.; Stewart, Joseph, Jr.
"Can We All Get Along?" Racial and Ethnic Minorities in American Politics. Dilemmas in American Politics Series.
PUB DATE- 95
NOTE- 222p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *American Indians; *Asian Americans; *Blacks; Civil Rights; Cultural Differences; Democracy; Ethnicity; *Hispanic Americans; Minority Groups; Politics; Racial Discrimination; *Racial Relations; *Social Discrimination; United States History
IDENTIFIERS- Latinos

This book focuses on two dilemmas of American politics. The first, which dates back to the founding of the country, asks how the nation reconciles its professed democracy and the actual denial of basic rights and privileges to minorities, a dilemma of reality versus rhetoric. The second is the consideration of the strategy that minorities should use in dealing with other minorities and with the majority group. The book addresses the importance of race and ethnicity in American politics in general and in the politics of the four principal racial minorities: African Americans, Latinos, Asians, and Native Americans. These groups are distinguished from other minorities in that each has a history of discrimination and a later history of legal attempts to remedy the effects of it. Chapters include: (1) "America's Dilemmas"; (2) "Resources and Status of America's Racial Minorities"; (3) "America's Racial Minorities in the Contemporary Political System: Actors"; (4)

affect the public considers the latest Republican offer and the Democratic administration's offer of January 18, 1996, as well as pending action on the fiscal year 1996 appropriations bills. The analysis finds that the latest Republican offer, in conjunction with pending and enacted appropriations bills, would cut low-income discretionary programs (programs that are not entitlements) by 19%, in comparison with all other discretionary programs that would be cut by an average of 5% and all other non-defense programs, which would be cut an average of 10%. Discretionary programs for low-income people account for 12% of all discretionary funding, but would absorb 33% of all discretionary cuts. A similar imbalance marks proposals to restrain entitlement programs. Tax cuts in the Republican plan would be of little help for low- and moderate-income households, and the wealthiest 1% of taxpayers would actually gain. The total reduction proposed by the administration would be smaller, but would still exact disproportionate reductions from means-tested entitlements, although to a substantially smaller degree than that proposed by Republicans. Both budget proposals would increase income disparities that already exist. (Contains four figures and five tables.) (SLD)

ED 395 078 UD 030 910

Teens, Crime, and the Community. 1995 Student Impact Assessment Report.
SPONS. AGENCY- National Crime Prevention Council, Washington, DC.; National Inst. for Citizen Education in the Law, Washington, DC.
PUB DATE- Nov 95
NOTE- 194p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; *Community Programs; *Crime; Curriculum; Field Tests; Grade 9; High Schools; *High School Students; Juvenile Justice; Middle Schools; Pretests Posttests; *Prevention; Program Evaluation; *Student Attitudes; Student Responsibility
IDENTIFIERS- Impact Evaluation

Since 1985, the National Crime Prevention Council and the National Institute for Citizen Education in the Law have collaborated to support the implementation of the Teens, Crime, and the Community (TCC) curriculum in schools, community-based organizations, and juvenile justice settings. The curriculum is intended for youth at seventh- through ninth-grade levels. TCC combines education and action and focuses on prevention and student responsibility. This report covers two evaluation activities: the revision and field testing of student knowledge, attitudes, and behavioral instruments and a student impact assessment. The two program models selected for evaluation were TCC as an infused unit in ninth-grade civics and TCC as a ninth-grade social studies elective. The impact assessment included 218 full TCC students, a control group of 173, and 38 using only the textbook. TCC students increased their correct posttest answers and had an increased level of social bonding on the posttest. The TCC group exhibited an overall decrease in mean frequency of delinquent acts. Using the book alone increased knowledge, but did not affect attitudes and behavior. Seven appendixes discuss methodology, the pretest and posttest, and the study protocols, and present data tables. (Contains 15 tables and 16 appendix tables.) (SLD)

(150)
DESCRIPTORS- *Administrator Education; Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; *Field Experience Programs; Higher Education; *Internship Programs; Models; *Portfolio Assessment; Portfolios (Background Materials); *Principals
IDENTIFIERS- *Administrative Internship Programs; National Policy Board for Educ Administration; Texas A and M University; University of Texas Arlington

Texas A&M University at College Station (A&M) and the University of Texas at Arlington (UTA) employed portfolio assessment in their field-based principal preparation programs using the 21 performance domains of the National Policy Board for Educational Administration. In a joint venture with the Bryan Independent School District, selected A&M students began the school year in their regular positions as teachers, but were given considerable latitude by their schools to become involved in field-based leadership experiences throughout the administrative internship program. In the "Educational Leadership UTA" Program, organized with the Dallas/Fort Worth public schools, interns left their teaching positions for one full calendar year, and engaged in three 12-week field-based internships, one each in elementary, middle, and high schools. Students from both universities maintained a log of daily activities during their field projects, and collected records, documents, and other artifacts that attested to the scope and quality of their performance. These sources, along with course papers, texts, and other relevant materials, became their portfolios. Results of the study indicated that the use of portfolio assessment in measuring the professional development of administrative interns gave them a focus for developing the skills most commonly identified as essential to campus-based administrative leadership success. Students reported that having the 21 performance dimensions around which to build their portfolios helped them move from the abstract idea of portfolio assessment to the concrete reality of exactly what to include to make their portfolio evaluation authentic and professionally meaningful. (ND)

ED 394 907 SP 036 575

Petersen, George J.; And Others
The Enemy Within: A National Study on School Violence and Prevention.
PUB DATE- 27 Feb 96
NOTE- 33p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (76th, St. Louis, MO, February 24-28, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Administrators; Elementary School Students; Elementary School Teachers; Elementary Secondary Education; High School Students; Junior High School Students; National Surveys; Preschool Education; Preschool Teachers; Prevention; Principals; *School Districts; School District Size; *School Security; Secondary School Teachers; Student Characteristics; *Teacher Attitudes; *Violence

This study investigated teacher, district and site administrators' perceptions of school violence and violence prevention programs in 15 school districts of various sizes at all educational levels in 12 states representing all geographical regions of the United States. A 162-item survey more information on the Pacific Standards. (Contains 18 references.) (JB)

ED 394 924 SP 036 599

Kelly, Margaret M.
Toward an Integrated Curriculum: A Music Education Perspective.
PUB DATE- 22 Feb 96
NOTE- 6p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (48th, Chicago, IL, February 21-24, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Assignments; College Students; Course Content; Cultural Differences; Curriculum Design; Early Childhood Education; Elementary Education; Higher Education; *Integrated Curriculum; *Methods Courses; *Multicultural Education; *Music Education; Preservice Teacher Education

This project was designed to develop a model for teaching general music methods for elementary/early childhood education majors using musics of diverse cultures as discrete and infused entities, integrated across the curriculum. The proposed model's primary goal was to develop student awareness of sources of culturally diverse music and related materials. A second goal was to develop student awareness of how to infuse diverse musical material into both the musical and non-musical curriculum. Two groups of preservice teachers, 30 elementary education majors and 29 early childhood education majors, took the music education course. Six core musical activities were introduced and illustrated with examples from African and African-American, Latin American, Native American, and Asian cultures in addition to standard American folk song material. Students completed an "Integrated Model" form for each example, which included focus on both the musical and non-musical understandings to be developed from the experience. The second half of the course focused on the discrete musical cultures of sub-Saharan Africa, Native America Latin America, India, and Japan. In a final assignment, students developed a modified 10-entry, annotated bibliography. When these bibliographies were evaluated for cultural diversity, results indicated that 73 percent of the elementary education majors and 65 percent of the early childhood education majors included one or more culturally diverse entries. (JB)

ED 394 925 SP 036 605

Goddard, J. Tim
The Ethnocultural Preparation of Teachers.
PUB DATE- 21 Apr 95
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Canada Natives; *Cultural Pluralism; Elementary Secondary Education; Ethnic Groups; Foreign Countries; Higher Education; Inservice Teacher Education; Language Minorities; Minority Groups; *Multicultural Education; *Preservice Teacher Education; Student Teachers; *Teacher Attitudes; *Teacher

McMahon, Rebecca; Reeves-Kazelskis, Carolyn
Effects of Children's Literature on Preservice Teachers' Opinions about Multicultural Education Issues.
PUB DATE- Nov 95
NOTE- 30p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (24th, Biloxi, MS, November 8-10, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Change; Attitude Measures; *Childrens Literature; College Students; Cultural Awareness; Elementary Education; Higher Education; Language Arts; Language Styles; Methods Courses; *Multicultural Education; *Preservice Teacher Education; Racial Attitudes; *Student Attitudes; *Teacher Education Curriculum
IDENTIFIERS- Mississippi; *Preservice Teachers

This study examined the effects of different instructional approaches on male and female, Caucasian preservice teachers' opinions about multicultural education issues at a Mississippi university. Both the treatment group (N=19) and the comparison group (N=32) listened to lectures that focused on multicultural education concepts and the instructional needs of linguistically and culturally different children, but the supplementary activities for the two groups differed. The treatment group listened to the instructor read children's books depicting linguistic, physical, racial, and religious diversity and participated in interactive activities that addressed specific multicultural education concepts related to the four categories of diversity. Members of the comparison group read children's folktales associated with specific cultural groups and wrote summaries of the stories. Both groups responded to the Inventory of Multicultural Opinions (IMO). Post-test total IMO scores for the treatment and comparison groups did not differ significantly, but on seven items, the means of the two groups did differ significantly. These items addressed opinions about cultural values, comfort within culturally diverse settings, linguistic issues, and appropriate motivational techniques for use in culturally diverse classrooms. For the treatment group, significant, positive differences were obtained between the pre- and post-test total IMO scores and between items that addressed opinions about topics that had been included in the supplementary activities for the treatment group. The results of the study indicate that preservice teachers need training in the area of multicultural education and that each concept that should be acquired needs specific instructional focus. Lessons on the four diversity areas are appended. (Contains 17 references.) (Author/NAV)

ED 394 942 SP 036 639

Gunzenhauser, Georg W.; And Others
Assuring an Appreciation for Student Diversity: Alternatives to Teacher Education Field Experiences.
PUB DATE- Feb 96
NOTE- 8p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, February 21-24, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)

American Research on Teaching" (Pertti Kansanen); (8) "Concepts of Freedom in Danish School Legislation" (Sven Erik Nordenbo); (9) "The Denial of Change in the Process of Change: Systems of Ideas and the Construction of National Evaluations" (Thomas S. Popkewitz); and (10) "Evaluation of a Prototype Teacher Enhancement Program on Science Performance Assessment" (Maria Araceli Ruiz-Primo, Richard J. Shavelson, and Gail P. Baxter). (ND)

ED 394 959 SP 036 665

Petersen, George J.; Speaker, Kathryne M.
Bottom Half of the Pool: Who Is Admitted to Teacher Education?
PUB DATE- Feb 96
NOTE- 28p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (19th, Boston, MA, February 22-25, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; *Admission Criteria; Educational Change; Elementary Secondary Education; *Evaluation Criteria; Higher Education; *Institutional Characteristics; Preservice Teacher Education; Program Evaluation; *Schools of Education; Special Education; *Teacher Education Programs
IDENTIFIERS- National Council for Accreditation of Teacher Educ

This study investigated the criteria for admission to teacher education at 50 National Council for Accreditation of Teacher Education (NCATE) accredited undergraduate universities. These universities varied in geographical location, public and private affiliation, and size of student enrollment. The study analyzed and evaluated admission criteria in light of recent educational reforms that call for higher standards and more qualified candidates in order to ascertain whether the universities had actually implemented more demanding performance based on criteria for teacher candidate selection. Based on the findings, the study identified the absence of standardized admission criteria and consistent policies of ongoing assessment. It proposed a balanced integration of both performance based admission criteria as well as continual evaluation of program goals in the admission and education of preservice teachers. (Contains 32 references.) (Author)

ED 394 960 SP 036 670

Act Smart. HIV/AIDS Education Curriculum for Three Age Groups.
SPONS. AGENCY- Centers for Disease Control and Prevention (DHHS/PHS), Atlanta, GA.
PUB DATE- Sep 95
NOTE- 226p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Activity Units; Curriculum Guides; Educational Games; Elementary School Students; Elementary Secondary Education; *Group Activities; *Health Education; *Health Promotion; *Learning Activities; Lesson Plans; Maturity (Individuals); Physical Health; *Prevention; Secondary School Students; Teaching Guides
IDENTIFIERS- Boys Clubs of America; Girls Clubs of America; Red

identify priorities; to determine teacher/administrator stress levels; to test the target groups' agreement with beliefs and attitudes underlying KERA; to determine perceptions about KERA-related effects; to determine attitudes on academic expectations, statewide student assessment, and holding schools, professionals, students, and parents accountable for learning; and to determine differences in responses to items on the survey based on reward versus non-reward status, and level of schooling. Findings include that all participants believed that Kentucky schools had changed for the better since KERA; about half the parents and general public knew very little about KERA; stress levels were rated as major or extreme; at least 75 percent of respondents agreed with the beliefs of KERA; and it was generally agreed that academic expectations are clear to teachers and administrators, but need to be better defined, expanded, and clarified. Overall, Kentucky public schools after KERA were rated as good to fair but not excellent, and personal support levels for KERA were rated as supportive or very supportive. Deep concerns were expressed about the new testing program in Grades 4, 8 and 12, especially by teachers and principals. The objectives and results are presented in 146 pages of graphs and explanations. The survey forms are appended. (NAV)

ED 394 976 SP 036 692

A Review of Research on the Kentucky Education Reform Act 1995 (KERA).
SPONS. AGENCY- Kentucky Inst. for Education Research, Frankfort.
PUB DATE- Feb 96
NOTE- 267p.; For related documents, see SP 036 685-694.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Collected Works - General (020)
DESCRIPTORS- Curriculum Design; *Educational Assessment; Educational Technology; Elementary Secondary Education; Extended School Day; Extended School Year; Faculty Development; Literature Reviews; Multicultural Education; Preschool Education; Public Opinion; Resource Centers; School Based Management; *School Restructuring; State Departments of Education; *State Legislation; *State Standards
IDENTIFIERS- *Kentucky; *Kentucky Education Reform Act 1990

This review of research identifies, reviews, and summarizes studies that address the implementation of the Kentucky Education Reform Act of 1990 (KERA) and that focus on the effects of the reforms on students, teachers, and other stakeholders. Introductory summary overviews are included in the areas of finance, governance, and curriculum, and on three areas that are receiving much current attention: assessment and accountability, the primary program, and the need for professional development. The volume is introduced by an executive summary by Connie A. Bridge, Peter N. Winograd, and Joseph M. Petrosko. The remainder of the volume is divided into four sections: Finance, Governance, Curriculum, and Perceptions and Beliefs about KERA. These sections contain the following review articles: "School Finance Reform" (Stephan J. Goetz and David L. Debertin); "School-Based Decision Making" (Charles J. Russo and Jane Clark Lindle); "Reorganization of the Kentucky Department of Education" (Eddy J. Van Meter); "Education Professional Standards Board" (Elizabeth Nelli); "Assessment and Accountability" (Joseph M. Petrosko); "KERA Preschool Programs for At-Risk 4-Year-Old Children and 3- and 4-Year Old Children with Disabilities" (Mary Louise Hemmeter); "Primary

Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Achievement Tests; Algebra; Analysis of Variance; *Change; Correlation; Data Analysis; Educational Assessment; Elementary Secondary Education; Scores; *Standardized Tests; State Programs; *Testing Programs; *Test Use
IDENTIFIERS- *Functional Literacy Examination MS; Mississippi; *Stanford Achievement Tests

More data are available for judging educational quality than standardized test scores alone. This paper considers test scores and some alternate methods of assessing the available information about the success of schools in Mississippi in improving the learning process. Data came from the state department of education and were based on 1993 test score results, administrative research, and census information for 148 of the state's 153 school districts. (Five districts were omitted from the analysis because they could not reasonably be compared with the others.) Test scores in Mississippi improved from 1990 to 1993. Repeated measures analysis of variance was used to study the Stanford Achievement Test score changes in grades 4, 6, and 8. Other test score changes examined were those of the Functional Literacy Examination and a state algebra examination. Using administrative information and test scores meant that each district could score in 13 gain areas. There were significant correlations for the breadth of gain index for the districts, and none were classified as unexpected. Overall, mathematics gains were greatest among the content areas. Appendix A contains 2 tables of descriptive statistics and correlations for all the districts, and Appendix B contains statistics and correlations in 3 tables for the 148 districts examined in detail. (Contains seven figures, nine tables, and five references.) (SLD)

ED 394 996 TM 024 868

Boser, Judith A.; Clark, Sheldon B.
Factors Influencing Mail Survey Response Rates: What Do We Really Know?
PUB DATE- Nov 95
NOTE- 21p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Biloxi, MS, November 8-10, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Mail Surveys; *Meta Analysis; Research Design; *Research Methodology; Research Reports; *Response Rates (Questionnaires); Responses; *Synthesis

Most studies of mail survey methodology focus on specific design elements, but several major reviews of research have attempted to synthesize the findings of independent empirical studies. This study examined the review articles for what they have to say about factors influencing response rates and for their methodology. A literature review identified nine articles for the study, containing 329 source studies. None of the reviews appeared in education or psychology journals, and none were located through a search of the ERIC database. There was considerable variation among the articles about response rate facilitation, and there was considerable variation in the methodological quality of the studies reported. Findings were inconclusive regarding sponsorship, questionnaire length, personalization, anonymity, and appeals as they related to response rates. Saliency, school or army populations, and

Mislevy, Robert J.; Wu, Pao-Kuei
Inferring Examinee Ability When Some Item Responses Are Missing.
SPONS. AGENCY- Office of Naval Research, Arlington, VA. Cognitive and Neural Sciences Div.
PUB DATE- Sep 88
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Ability; Adaptive Testing; Equations (Mathematics); Estimation (Mathematics); *Item Response Theory; *Responses; *Statistical Inference; Test Format; *Test Items; Test Length
IDENTIFIERS- Item Parameters; *Missing Data

The basic equations of item response theory provide a foundation for inferring examinees' abilities and items' operating characteristics from observed responses. In practice, though, examinees will usually not have provided a response to every available item--for reasons that may or may not have been intended by the test administrator, and that may or may not be related to examinee ability. The mechanisms that produce missingness must be taken into account if correct inferences are to be drawn. Using concepts introduced by D. B. Rubin (1976), the implications for ability and item parameter estimation that are entailed by alternate test forms, targeted testing, adaptive testing, time limits, and omitted responses are discussed. (Contains 2 tables and 17 references.) (Author/SLD)

ED 395 018 TM 025 035

Laosa, Luis M.
Psychosocial Stress, Coping, and Development of Hispanic Immigrant Children.
SPONS. AGENCY- Grant (W.T.) Foundation, New York, N.Y.
PUB DATE- Apr 89
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Acculturation; *Adjustment (to Environment); *Child Development; *Coping; *Cultural Background; *Hispanic Americans; *Immigrants; Immigration; Individual Characteristics; Models; Predictor Variables; Stress Variables
IDENTIFIERS- *Psychosocial Factors

This paper explores the forms of experience associated with immigration and settlement that are likely to influence the course of adaptation, adjustment, and development of Hispanic immigrant children. Several lines of research and theory on psychosocial stress, coping, and development were reviewed and examined for their relevance to understanding the adjustment of immigrants. An evolving theoretical framework was elaborated and some testable hypotheses derived. The principal aims of this paper are: (1) to add some measure of conceptual clarity to the topic; (2) to stimulate further research; and (3) to raise the consciousness level of applied professionals and policymakers. The topic reflects a fundamental element of the U.S.'s character: the effective incorporation of new arrivals into the ongoing social order. The model postulates the presence of variables antedating immigration and moderator or mediating variables between the stresses surrounding immigration and settlement and the child's adaptation, development, and adjustment over time. These variables include characteristics of the community of origin, the background of the child and family, and conditions and processes in the

Most seasoned test developers recognize the importance of thoughtful decision making when constructing a test. Unfortunately, many classroom achievement tests are created by novice test developed who have not received sufficient instruction in item writing (G. Gulliksen, 1986; R. J. Stiggins, 1991). The result is often a test that is poorly constructed and scores that may not be reliable and valid for the purposes intended (Stiggins and N. J. Bridgeford, 1985). Three basic precepts in test construction are outlined: (1) The test developer must identify the purpose of the test; (2) The test developer must identify a plan for the test, reflecting substantive content and the cognitive processes necessary for completing the item task; and (3) The test developer must identify an appropriate format for the test. Adherence to these precepts will assist even beginning test developers to construct appropriate measures for evaluation of local instruction. (Contains 1 chart and 17 references.) (Author/SLD)

ED 395 038 TM 025 058

Buras, Avery
Test Equating Procedures: A Primer on the Logic and Applications of Test Equating.
PUB DATE- 25 Jan 96
NOTE- 19p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, January 25-27, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Equated Scores; *Item Response Theory; Models; *Raw Scores; *Statistical Analysis; Statistical Distributions
IDENTIFIERS- *Equipercentile Equating; *Linear Equating Method; Parallel Test Forms; Percentile Ranks

The logic and uses of test equating are discussed, including three methods of test equating. The focus is on the conceptual underpinnings of each test equating method, rather than on the mathematics of the procedures. Additional consideration is given to the assumptions of each method and its respective strengths and weaknesses. A commonly accepted definition of equivalent scores is based on the concept of equipercentile equating. The first step is to determine the percentile ranks of the distribution of scores on both instruments. The percentile ranks are then plotted against the raw scores for each instrument, and once they are graphed, equivalent scores can be obtained from the graph. The linear equating method is based on the assumption that the two forms of the test, which are designed to be parallel, will have essentially the same raw-score distributions, apart from minor differences in the mean and standard deviations. Item response theory (IRT), or latent trait theory, is an attempt to measure a person's performance on a test item as a function of the difficulty of the item and the examinee's performance on some unobserved, or latent, trait. The three IRT models are discussed, and conditions under which all equating methods are similar are reviewed. (Contains 1 table, 2 figures, and 18 references.) (Author/SLD)

ED 395 039 TM 025 059

Hester, Yvette
Mathematical Models Underlying Common Factor Analysis: An Introductory Primer.
PUB DATE- 27 Jan 96

"America's Racial Minorities and the Policymaking Process"; (5) "Coalition or Competition? Patterns of Interminority Group Relations"; and (6) "Will We 'All Get Along?'" Race is an enduring piece of the American political fabric; whether we can all get along remains in doubt. (Contains 4 maps, 21 tables, and 188 references.) (SLD)

ED 395 059 UD 030 890

Green, Shelley; Pryde, Paul
Black Entrepreneurship in America.
PUB DATE- 96
NOTE- 203p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Affirmative Action; *Blacks; Civil Rights; Economically Disadvantaged; *Economic Factors; *Entrepreneurship; Equal Opportunities (Jobs); Low Income Groups; Networks; Poverty; *Public Policy; *Social Change

The economic condition of black Americans is discussed, proceeding from the assumption that black economic progress does not depend on a renewed struggle for unobtained civil rights, but rather on the creative response of black Americans to economic opportunity and problems. In the long run, black economic development must rely on the entrepreneurial ability of the black American community. In spite of the economic gains achieved through affirmative action, blacks have not benefited in equal measure over the last 20 years. Worsening black poverty represents a failure of policymakers to understand the income gap between blacks and whites as a development problem. Blacks have become aware that, somewhere along the line, an ingredient for economic progress has been omitted. This ingredient is entrepreneurship, which is viewed not only as an agent for the accumulation of capital, but also as a mover for social reconstruction. The chapters present a sketch of black entrepreneurship in America as a starting point for developing practical approaches, such as networking, to build entrepreneurial spirit. Chapters are: (1) "The Case for Black Entrepreneurship"; (2) "Blacks in the Marketplace"; (3) "Black Families and Family Firms"; (4) Education and Entrepreneurial Values"; (5) "Community Based Entrepreneurship"; and (6) "Building a New Agenda: Entrepreneurial Perspectives." (SLD)

ED 395 060 UD 030 891

Rodriguez de Laguna, Asela, Ed.
Images and Identities: The Puerto Rican in Two World Contexts.
PUB DATE- 87
NOTE- 286p.; Papers presented at the conference "Images and Identities: The Puerto Rican in Literature" (New Brunswick, NJ, April 7-9, 1983).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Ethnic Groups; *Hispanic Americans; *Identification (Psychology); *Imagery; Immigrants; *Literature; *Puerto Rican Culture; *Puerto Ricans; Spanish Speaking
IDENTIFIERS- Puerto Rican History; Puerto Rican Literature

The essays and articles in this collection were presented at a conference on "the Puerto Rican in Literature" that addressed, among other issues, the duality of the Puerto Rican experience and the constant oscillation between mainland and the island.

ED 395 079 UD 030 911

Teens, Crime, and the Community and Adjudicated Youth.
SPONS. AGENCY- Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
PUB DATE- 95
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; Community Programs; *Crime; Curriculum; Field Tests; Grade 9; High Schools; *High School Students; *Juvenile Justice; Middle Schools; *Prevention; Program Development; Program Evaluation; *Student Attitudes; Student Responsibility

This report describes how a comprehensive youth crime prevention program minimized risk factors and fostered resilience among youth involved with the juvenile justice system. It draws lessons from the implementation of the Teens, Crime, and the Community (TCC) curriculum in several juvenile justice sites that conducted the program in connection with its sponsors, the National Crime Prevention Council and the National Institute for Citizen Education in the Law. TCC consists of a curriculum unit and action projects for young participants. Since 1985, the program has reached more than 400,000 youth in more than 500 schools across 40 states. In five juvenile justice settings, evaluation showed that TCC effectively met the needs of youth, institutions, and communities. In addition, the report provides a basic road map for the implementation of TCC in juvenile justice situations. At the heart of TCC's juvenile justice initiative is the belief that adjudicated youth, even more than others, need the kind of opportunities the program offers. A chart describes the different ways in which TCC might be implemented in different types of settings. Appendixes present the program table of contents and a list of juvenile justice action projects. (Contains one chart.) (SLD)

ED 395 080 UD 030 912

Evaluation of Teens, Crime & the Community, 1992.
PUB DATE- Aug 92
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; Community Programs; *Crime; Curriculum; Field Tests; Grade 9; High Schools; *High School Students; *Juvenile Justice; Middle Schools; Pretests Posttests; *Prevention; Program Evaluation; *Student Attitudes; Student Responsibility

Since 1985, the National Crime Prevention Council and the National Institute for Citizen Education in the Law have been supporting the implementation of the Teens, Crime, and the Community (TCC) curriculum for use in a variety of settings. The curriculum is intended for teenagers aged 14 to 18. The 1992 evaluation was an outgrowth of smaller evaluations conducted in the previous 2 years. The evaluation includes: (1) a site visit to the Justice Resource Institute/Evaluation Program to document changes in the program in the past year;

was administered to 202 teachers, 59 building administrators, 18 district administrators, and 2 school counselors. The study focused on: (1) school personnel's fears about violence; (2) frequency of school personnel as victims of violent actions over the past two years; (3) areas in the school environment which posed the greatest risk of violence for students or school personnel; (4) perceived causes of violence; (5) profiles of typical victims and perpetrators of violence; (6) strategies implemented by schools to deal with violence; (7) perceptions regarding which strategies were considered to be the most and least effective in dealing with violence; and (8) the cost to school districts of violence prevention. Among the results was the following: 27 percent of respondents were concerned, or very concerned, about their personal safety while at school, particularly from verbal attacks or physical threats of violence by students and/or the students' parents. The greatest concerns for physical threats were in the mid-sized or large districts. The study concludes by providing a suggested plan of action to remediate and reduce violence in schools. Contains one table of demographics, four tables of results and 33 references. (Author/JB)

ED 394 908 SP 036 576

Fayne, Harriet; And Others
Diversity Brings Noise to the "Quiet, Peaceful Village": Challenges and Small Victories.
PUB DATE- 24 Feb 96
NOTE- 24p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (48th, Chicago, IL, February 21-24, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Attitude Change; Case Studies; College Curriculum; College Faculty; College Instruction; College Students; Cultural Differences; Diversity (Institutional); Higher Education; Institutional Characteristics; *Multicultural Education; *Organizational Change; *Preservice Teacher Education; Private Colleges; Student Attitudes
IDENTIFIERS- Diversity (Student); *Otterbein College OH

This presentation is a case study made up of student and faculty perspectives on bringing diversity and multicultural sensitivity to the education program at Otterbein College (Westerville, Ohio). An opening section describes Otterbein: its history; its characteristics as a small, predominantly white, coeducational, church-related liberal arts college; the work of its 1990 Commission on Diversity; and its efforts to increase campus diversity. A "faculty perspective" by Elizabeth Smith describes her efforts to design a course in multicultural education to move a homogeneous, white, Christian, largely Central Ohio undergraduate education population to a celebration of diversity and inclusiveness. One of this course's assignments requires each student to spend several hours in a setting where the student is in a distinct minority. Following this, a "student perspective" by Crystal Clark describes a student project to explore attitudes towards difference by interviewing individuals at a shopping mall about their reaction to interracial or homosexual couples. A second faculty perspective, by Michelina Smith, describes how the use of instructor as field supervisor for methods courses and the willingness of faculty to create a sense of "safe space" for

Characteristics
IDENTIFIERS- *Canada (West); *Diversity (Student)

This paper presentes the preliminary findings from a doctoral research on the ethnocultural preparation of teachers in western Canada. This three-stage study explored what steps, if any, are taken to prepare teachers so that they might be successful educators of ethnoculturally diverse student populations. Data were collected from 450 teachers working in 3 distinct sociogeographic environments in western Canada, including urban, rural, and isolated areas. A combination of quantitative and qualitative methodologies was used, combining positivistic and anthropological approaches. Stage 1 involved a survey questionnaire of 150 teachers in each of the 3 settings. Stages 2 and 3 are still in progress; they involve structured telephone interviews with a sample of the respondents and longer, open-ended interviews with three respondents. Preliminary findings suggest that little of the reported literature concerning the preparation of effective teachers for ethnoculturally diverse schools is being implemented, both for preservice and inservice. The majority of respondents received preservice education that they believed did not adequately prepare them for the challenge of teaching in an ethnoculturally diverse classroom. Of the respondents, 39 percent indicated that they teach in linguistically diverse classrooms, almost half teach an ethnoculturally diverse group of students, and 20 percent teach an ethnoculturally homogeneous group of students who are ethnoculturally different from themselves. It is recommended that schools not rely on preservice teacher education to prepare teachers for the diversity that exists in western Canadian schools, but that schools be more proactive in developing and implementing orientation, induction, and other inservice practices on their own. (Contains 28 references.) (NAV)

ED 394 926   SP 036 607

Heywood, John
Theory into Practice through Replication of Research in Student-Teaching Practice: A Partial Evaluation of a Course.
PUB DATE- Feb 96
NOTE- 41p.; Paper presented at the Annual Meeting of the Association of Teacher Educators Conference (St. Louis, MO, February 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Creative Thinking; Elementary Secondary Education; Foreign Countries; Higher Education; *Imagery; *Imagination; *Perceptual Development; Performance Factors; Questionnaires; Sex Differences; Student Teacher Attitudes; Student Teachers; Student Teaching; *Teaching Methods; Theory Practice Relationship
IDENTIFIERS- Galyean (Beverly Colleene); Ireland; *Teacher Researchers

This report describes a course in the Irish student-teacher curriculum that was designed in response to criticisms of post-graduate teacher training that it was too theoretical and insufficiently practical. The design of the Applied Psychology of Instruction course was based on the teacher-as-researcher paradigm of professionalism. Student teachers were asked to evaluate a limited variety of techniques, methods, and theories of instruction. This replicated previous research to test different models of learning in order to consider their value

DESCRIPTORS- *Cultural Awareness; *Cultural Pluralism; Educational Technology; Elementary Secondary Education; *Field Experience Programs; Higher Education; *Individual Development; Information Dissemination; *Multimedia Materials; Nonprint Media; *Preservice Teacher Education; Teacher Education Curriculum; Videotape Recordings
IDENTIFIERS- *Western Illinois University

This report provides an introduction to technology-based materials and mechanisms for ensuring student teachers' exposure to thought-provoking classroom diversity experiences. The paper discusses diversity in modern, multicultural, U.S. society and proposes an alternative definition that focuses more on an acknowledgement of the individual, with his/her total sum of experiences and characteristics. It is suggested that use of such a definition in developing teacher education curricula might induce a focus that would necessitate stricter control of the field experience components and a more effective interface between curricular content and the realities of life, with learning more centered on social issues and problems. It is maintained that students must understand themselves before they can be expected to assign value to others. Important technological innovations to assist in this effort include videotapes, relational databases, and CD-ROM. Western Illinois University is used an example of how to foster multicultural awareness in a somewhat restricted, rural, less culturally aware environment. The traditional approach to multicultural education has not necessarily led to the desired appreciation and respect for population diversity due to deep philosophical differences of opinion, environmental limitations, and a lack of self-appreciation. Alternative instructional aids, such as the database and CD-ROM potential described, cannot help but allow for movement toward a more global appreciation for others and a less restricted, less hostile environment, in general. (NAV)

ED 394 943 SP 036 640

Tryneski, John, Ed.
Requirements for Certification of Teachers, Counselors, Librarians, Administrators for Elementary and Secondary Schools. Sixtieth Edition, 1995-96.
PUB DATE- 95
NOTE- 247p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Directories/Catalogs (132),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Administrator Qualifications; Administrators; *Counselor Certification; *Educational Certificates; Elementary School Teachers; Elementary Secondary Education; *Librarians; School Administration; School Personnel; Secondary School Teachers; State Departments of Education; *State Standards; *Teacher Certification
IDENTIFIERS- *United States

This volume updates certification requirements and other pertinent information for K-12 teachers, administrators, librarians, counselors, and other school personnel. The publication lists: certification requirements for each state in the United States and the District of Columbia; recommendations of regional and national associations (Middle States Association of Colleges and Schools Commission on Secondary Schools, New England Association of Schools and Colleges, Inc., North Central Association of Colleges and Schools Commission on Schools, Northwest Association of Schools and Colleges

Cross

This Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome (HIV/AIDS) education curriculum was developed for boys and girls, ages 6 to 17 years. It is a supplement to a similar program, "SMART Moves," aimed at prevention of drug abuse and premature sexual activity. The Act SMART prevention team should consist of a staff facilitator certified by the American Red Cross as an HIV/AIDS instructor, youth peer leaders, and community volunteers. The program incorporates age-appropriate participatory learning activities, and it emphasizes sexual abstinence, not using drugs, and not sharing needles as the most effective ways to prevent HIV infection. For those already engaging in sexual activity, it provides information on condom use and HIV/AIDS prevention. Overall program goals are to increase knowledge, examine personal risk behaviors and choices, develop the skills needed to practice and maintain healthy behaviors, and increase comfort when interacting with HIV positive or AIDS infected persons. Unit 1 focuses on emphasizing healthy behaviors and positive feelings about oneself for children ages 6 to 9 years. Unit 2 focuses on making healthy decisions and examines risk-taking behavior for pre-teens ages 10-13 years. Unit 3 offers a comprehensive skills approach to HIV/AIDS prevention for adolescents ages 14-17 years. Implementation strategies suggest involving the Boards of the American Red Cross Chapters and the local chapters of the Boys and Girls Clubs, peer leaders, and parents with in-service community training by a certified HIV/AIDS instructor. Appendices provide general information, sample letters, glossary, and activity suggestions. (NAV)

ED 394 961 SP 036 671

de Bruin, A., Ed.; And Others
Health Interview Surveys: Towards International Harmonization of Methods and Instruments. WHO Regional Publications, European Series, No. 58.
PUB DATE- 96
NOTE- 172p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Data Collection; *Evaluation Methods; Foreign Countries; Health Education; *Health Needs; Health Promotion; Information Needs; *International Cooperation; *Interviews; Medical Care Evaluation; Research Needs; Surveys
IDENTIFIERS- *Health for All by the Year 2000; *World Health Organization European Region

This book describes the background, discussions, proceedings, and prospects of three consultations held by the Statistics Netherlands office under the aegis of the World Health Organization Regional Office for Europe. The overall goal of the consultations is to facilitate the development of common methods and instruments for health interview surveys, especially the European Health for All targets and database. This guide provides specific and practice-oriented views of measurement in health, with emphasis on the international comparability of methods and instruments. Chapter 1 reviews the role of health interview surveys in monitoring and evaluation of the health for all strategy, ending with a selection of health for all indicators that are only or best measured by health interview surveys. Chapter 2 presents the background, aims, and main discussion topics of the consultations. In Chapter 3, the conclusions of the consultations with respect to

Program" (Ellen McIntyre and Diane W. Kyle); "High School Restructuring" (John Fischetti and Allan Dittmer); "Extended School Services" (Jeffery C. Drake); "Education Technology" (Douglas C. Smith and Joan Mazur); "Professional Development" (Patricia L. Daniel and James R. Craig); "Curriculum Framework" (Peter N. Winograd); "Multicultural Education" (Ella Simmons); "KERA Family Resource and Youth Services Centers" (Phillip W. Roeder and Stephan M. Wilson); and "Perceptions, Attitudes and Beliefs about The Kentucky Education Reform Act (KERA)" (Roger Pankratz). (Contains chapter references.) (NAV)

ED 394 977 SP 036 693

The Implementation of Kentucky's School-Based Decision Making Program.
SPONS. AGENCY- Kentucky Inst. for Education Research, Frankfort.
PUB DATE- Aug 95
NOTE- 104p.; For related documents, see SP 036 685-694.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Assessment; Elementary Secondary Education; Program Evaluation; *Program Implementation; *School Based Management; *School Restructuring; State Departments of Education; State Regulation; *State Standards; Systems Analysis
IDENTIFIERS- *Kentucky; *Kentucky Education Reform Act 1990

This report describes what schools and educators across Kentucky are doing to implement school reform in school-based decision-making based on the Kentucky Education Reform Act of 1990 (KERA). The School-Based Decision Making (SBDM) component of KERA is a decentralized governance structure that vests great authority in SBDM councils operating at the individual school level. Sampling was accomplished by randomly selecting one high school, one middle or junior high school, and two elementary schools from each of the eight Regional Service Centers served by the Kentucky Department of Education; 31 out of 816 schools participated in the study. In each school, a minimum of three SBDM council members were interviewed including at least one teacher, one parent, and one administrator. Information was collected using the Innovation Component Configuration Map for School-Based Decision Making, by reviewing available documents at each school, and by conducting in-person interviews. Findings indicated that approximately two-thirds of the schools exhibit a moderate to high degree of SBDM implementation and one third a relatively low degree of implementation in relation to a predetermined optimum. Communication regarding SBDM issues and activities was found to be targeted to all stakeholders and accomplished in an ongoing and timely manner in 85 percent of the schools, although the principal in each school appeared to control the actual impact of the SBDM council. Overall, the SBDM concept was supported by council members, although a lack of parent and community involvement was cited as frustrating to the council members. Appendices include the innovation component map for school-based decision making; a map of geographic areas served by eight Kentucky Department of Education regional service centers; statistical representations of data gathered, form letters used, and protocols. (Contains 50 references.) (NAV)

ED 394 978 SP 036 694

The Implementation of Performance Assessment in Kentucky Classrooms.
SPONS. AGENCY- Kentucky Inst. for Education Research, Frankfort.

colored paper appeared to facilitate response rates while marketing background of the author was an inhibitor. Overall, the study called attention to the disparity with which procedures used in the integrated review articles were documented. (Contains 2 tables, 3 figures, 26 references, and 9 citations of review articles.) (SLD)

ED 394 997 TM 024 987

DATAWave. Volume 2, Numbers 1-6.
PUB DATE- 95
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Collected Works - Serials (022)
DESCRIPTORS- College Graduates; *College Students; Comparative Analysis; *Educational Assessment; Educational Practices; Higher Education; National Norms; *Outcomes of Education; Satisfaction; Student Attitudes; *Testing Programs; *Test Results; Test Use
IDENTIFIERS- Collegiate Assessment of Academic Proficiency; *Cooperative Institutional Research Program; *Eastern New Mexico University; Exit Interviews

The "DATAWave" is a biweekly publication of the Assessment Resource Office (ARO) at Eastern New Mexico University (ENMU). Its purpose is to inform the campus community and broader constituencies on assessment issues and practices at ENMU. The university's 10-year history of outcomes assessment is reflected in the topics of the 6 editions of this second volume. Editions, which do not always have a title, contain the following articles or cover these topics: (1) "Outcomes Assessment: ENMU's Next Five Years" (Everett L. Frost), "What's New in Assessment" (Alec M. Testa), and a survey and comments regarding the first volume; (2) "Letter on Assessment" (George Mehaffy), "Preliminary Analysis of Exit Interviews of Graduating Students at Eastern New Mexico University: Spring, 1995" (Judy L. Madewell and Alec M. Testa), and "CAAP Collegiate Assessment of Academic Proficiency Results by Term" (Alec M. Testa); (3) "1994 CIRP (Cooperative Institutional Research Project) Results Compared to National Averages" (Alec M. Testa); (4) "Student Satisfaction Inventory: Comparison of National and Local Scores" (Alec M. Testa); (5) "Assessment Day, November 1, 1995" and ARO WWW page announced; and (6) "Additional Comparisons of CIRP Data" (Alec M. Testa). (Contains five graphs, two tables, and two charts.) (Author/SLD)

ED 394 998 TM 024 988

Petry, John R., Ed.; And Others
Proceedings of the Annual Meeting of the Mid-South Educational Research Association (24th, Biloxi, Mississippi, November 8-10, 1995).
PUB DATE- Nov 95
NOTE- 185p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Academic Achievement; Conferences; Educational Assessment; Educational Innovation; Educational Practices; *Educational Research; *Elementary Secondary Education; *Higher Education; International Education; Program Effectiveness; Research Methodology; *Research Utilization; Test Use
IDENTIFIERS- *Mid South Educational Research Association; *United

country of entrance. The model brings forth the necessity of considering the point in the person's lifecycle at which immigration takes place. (Contains 1 figure, a diagram of the model, and 113 references.) (SLD)

ED 395 019 TM 025 036

Bridgeman, Brent; Wendler, Cathy
Prediction of Grades in College Mathematics Courses as a Component of the Placement Validity of SAT-Mathematics Scores. College Board Report No. 89-9.
PUB DATE- 89
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Algebra; Calculus; College Entrance Examinations; *College Freshmen; *Grades (Scholastic); Higher Education; *Mathematics Tests; Predictive Measurement; *Predictive Validity; *Student Placement; Test Results; *Test Use
IDENTIFIERS- *Scholastic Aptitude Test

If it can be shown that the Scholastic Aptitude Test mathematics test (SAT-M) is a reasonably good predictor of success in particular mathematics courses, it may have a role as a measure of prerequisite skills. The predictive validity of the SAT-M was studied by collecting grades from freshman mathematics courses at 10 colleges (3,499 students). Compared to tests that were specifically designed for placement purposes, the SAT-M score was a relatively poor predictor of grades in most courses. Even after correcting for the considerable range restriction that may occur when within-course scores are analyzed, coefficients were typically only in the mid 0.30s (compared to corrected coefficients for a local placement test that ranged from the high 0.40s to the low 0.60s). Nevertheless, the SAT-M significantly improved predictions from high school grade point average (GPA) alone, especially for calculus courses. In courses at all levels, grades of males and females were similar, but SAT-M scores of males were significantly above the scores of females. Gender differences could be reduced or eliminated by considering high school GPA with SAT-M scores. For algebra versus calculus placement decisions, a weighted composite of SAT-M and high school grades predicted 64% to 71% of actual placements. For precalculus versus calculus, about 80% of the actual placements could be predicted. Appendixes describe the colleges in the study, show grade predictability in three tables, and give sample items from the SAT-M. (Contains 6 figures, 21 tables, and 12 references.) (SLD)

ED 395 020 TM 025 037

Wild, Cheryl L.; And Others
Concurrent Validity of Verbal Item Types for Ethnic and Gender Subgroups. GRE Board Professional Report No. 84-10P.
SPONS. AGENCY- Graduate Record Examinations Board, Princeton, N.J.
PUB DATE- Dec 89
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Comparative Analysis; *Concurrent Validity; *Ethnic Groups; Grade Point Average; Higher Education; Majors (Students); Reading Comprehension; Sample Size; *Sex

NOTE- 22p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, January 25-27, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Factor Analysis; Factor Structure; Heuristics; *Mathematical Models; *Matrices; Research Methodology
IDENTIFIERS- *Data Reduction Methods; Statistical Analysis System; Statistical Package for the Social Sciences

Data reduction techniques seek to combine variables that account for patterns of variation in observed dependent variables in such a way that a simpler model is available for analysis. Factor analysis is a data reduction technique that attempts to model or explain a set of variables in terms of their associations. To understand why this technique yields an accurate analysis, an examination of the mathematical models underlying the procedure is necessary. Execution of factor analysis by the Statistical Analysis System and the Statistical Package for the Social Sciences will then not be a "black box." Mathematical models underlying true factor analysis and principal components analysis are presented and discussed. An explanation of the terms and basic differences is given in terms of the mathematical models. A small, heuristic example is included to illustrate the concepts and matrix algebra procedures involved in the factor analysis data reduction technique. An appendix presents commands for the MAPLE computer algebra system. (Contains 2 tables, 2 figures, and 10 references.) (Author/SLD)

ED 395 040 TM 025 060

Gillaspy, James Arthur, Jr.
A Primer on Confirmatory Factor Analysis.
PUB DATE- 25 Jan 96
NOTE- 24p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, January 25-27, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Construct Validity; *Evaluation Methods; *Factor Structure; Models
IDENTIFIERS- Bem Sex Role Inventory; *Confirmatory Factor Analysis; Covariance Structural Analysis

This introduction to confirmatory factor analysis presents an overview of its basic concepts and processes. Conventional factor analysis can be described as set of analytic techniques designed to examine the covariance structure of a set of variables and to provide an explanation of the relationships among those variables in terms of a smaller number of unobserved latent variables called factors. Confirmatory factor analysis offers the researcher a more viable method for evaluating construct validity than conventional (exploratory) factor analysis. In confirmatory factor analysis, a model positing the number and composition of the factors is determined prior to the analysis and tested against the data in hand. The basic procedures are illustrated through the confirmatory factor analysis of the Bem Sex-Role Inventory (BSRI) conducted by T. C. Campbell, J. A. Gillaspy, and B. Thompson (in press). An appendix presents an annotated LISREL Syntax File for the BSRI. (Contains 1 figure, 3 tables, and 24

The essays represent the vitality, diversity, and distinctiveness of contemporary Puerto Rican letters and writers. Some of the 28 offerings are informal, while others are academic. Some deal with images generated by non-Puerto Ricans, and others are autobiographical. Many pieces discuss the literacy apprenticeship of writers and poets, and others address topics such as aesthetics, translation, education, and the relationship between Puerto Rican literature and other Hispanic-minority manifestations in the United States. The Puerto Rican is projected very differently by authors who reside on the mainland than by writers on the island or in other countries. This collection offers the English-speaking reader a chance to explore Puerto Rican literature in its old and new forms and Puerto Rican culture. (SLD)

ED 395 061 UD 030 892

Rose, Peter I.
Mainstream and Margins: Jews, Blacks, and Other Americans.
PUB DATE- 83
NOTE- 252p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Blacks; *Ethnicity; *Immigrants; *Jews; Minority Groups; Race; *Racial Relations; Sociology
IDENTIFIERS- *Marginality; *Model Minority Groups

This collection of 11 essays on race and ethnicity written over 25 years reflects the thoughts and expressions of the author as they developed. They all focus on some aspects of racial and ethnic relations and the problems faced by individuals in three overlapping social categories: (1) European immigrants, especially Jews; (2) non-White minorities, mainly Blacks; and (3) the sociologists who write about both. Essays are not presented in the order in which they were written, but are grouped by subject. Part I, "The Marginality of a Model Minority," focuses on European immigrants, especially Jews, and contains four essays: (1) "The Ghetto and Beyond: Reflections on Jewish Life in America"; (2) "Tensions and Trends: American Jews in the 1980s"; (3) "Country Cousins: Small-Town Jews and Their Neighbors"; and (4) "City Lights: The Children of Small-Town Jews." Part II, "Red, White, Blue- and Black," addresses Black/White relations, and contains four essays: (5) "The Black Experience: Issues and Images"; (6) "Race and Education in New York: The Challenge Moves North"; (7) "Social Physics: The Resurgence of Ethnicity"; and (8) "Blacks and Jews: The Strained Alliance." Part III, "On Ethnic Studies and Other Matters," discusses the sociology of racial and ethnic relations, and contains the final three essays: (9) "On the Subject of Race: Thinking, Writing, and Teaching about Racial and Ethnic Relations"; (10) "Problems in Conveying the Meaning of Ethnicity: The Insider/Outsider Debate"; and (11) "It's Almost 1984: Sociological Perspectives on American Society." Taken together, the essays demonstrate that sociology can be a lively mode of humanistic inquiry. (SLD)

ED 395 062 UD 030 893

Cowan, Tom; Maguire, Jack
Timelines of African-American History: 500 Years of Black Achievement.
PUB DATE- 94
NOTE- 368p.

(2) pretest and posttest attitude and knowledge testing of 10 delinquent youth; (3) a site visit to a probation unit to document changes and perceptions of students; (4) site visits to two rural schools; (5) pretest and posttest data from 10 Iowa schools; and (6) interviews with 10 teachers. Attitude change for students appeared to be related to the program's focus on prevention and the use of resource people. Data support the hypothesis that TCC prevents or reduces future delinquent behavior for "regular" students. Students in juvenile justice facilities showed appropriate trends, but results did not reach statistical significance. Successful implementation of TCC appeared to depend on teacher commitment, administrative support, careful attention to the program, student empowerment, and adequate financial resources. (Contains eight tables.) (SLD)

ED 395 081 UD 030 913

Carlson, Andrea
Teens, Crime, and the Community in Boys & Girls Clubs.
SPONS. AGENCY- Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
PUB DATE- 95
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Community Programs; *Crime; Curriculum; Field Tests; Grade 9; High Schools; *High School Students; Middle Schools; Partnerships in Education; *Prevention; Program Evaluation; *Student Attitudes; *Youth Programs
IDENTIFIERS- Boys Clubs of America; Girls Clubs of America

Teens, Crime, and the Community (TCC) curriculum creates an awareness among teens of the crime problems facing our communities and how they affect our nation. It encourages youth to take responsibility for reducing crime and victimization, making schools and neighborhoods safer. Boys and Girls Clubs offer a variety of programs for youth, and TCC is a useful and appropriate program for use in these clubs. This report discusses how TCC benefits the clubs by providing a flexible educational tool for members that builds community bonds. It explains how the program was implemented at five sites, and it shares their successes and challenges. Findings from these sites indicate that certain elements are critical to an effective TCC program. These elements are: commitment to youth participation; strong administrative support; qualified staff; modest funding; and opportunities for training and technical assistance. In large part, success of TCC is determined by the establishment of key partnerships with organizations at the national, regional, and local levels. The report concludes with a list of eight TCC resources. (SLD)

ED 395 082 UD 030 919

Cote-Bonanno, Joanne F.; And Others
Enrollment Report, 1995.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Office of Bilingual Education and Equity Issues.
PUB DATE- 95
NOTE- 29p.

students in the classroom help students in the development of multicultural education attitudes. Student and faculty comments on all these experiences are provided. The final section is a presentation by a recent graduate student on his development as a teacher of diverse students. (JB)

ED 394 909 SP 036 578

Whitfield, Patricia T.; Plumb, Robert
An Internal Journey of the Heart: Building Community and an Empowerment Model of Graduate Education through Diversity.
PUB DATE- 22 Feb 96
NOTE- 10p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (48th, Chicago, IL, February 21-24, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Diversity (Institutional); Educationally Disadvantaged; Elementary Secondary Education; *Graduate Study; Higher Education; Institutional Mission; Minority Groups; Models; Outcomes of Education; *Preservice Teacher Education; *Program Design; *Teacher Student Relationship
IDENTIFIERS- Diversity (Student); *Heritage College WA; *Student Empowerment

The concept of the learning community and the transition of both students and teachers to the teaching/learning relationship has become a focus of graduate programs at Heritage College (Toppenish, Washington). The mission of Heritage is to provide quality, accessible higher education to a multicultural population which has been educationally isolated. In a major reorganization of the graduate program in the early 1990s a conscious effort was made to craft a mission congruent with Heritage's undergraduate program. A site-based model was developed using a targeted cadre organization that allowed groups of about 25 students each to meet in school-based classes that remained together for approximately 2 years. The graduate faculty collaborated on identifying valued outcomes to guide the content of the courses. The eight identified outcomes reflected the mission of the college. Now students enter a program where they are expected to: (1) assess resource materials and persons; (2) analyze critical issues in the evaluation of diverse populations; (3) articulate a personal framework for professional growth; (4) link multicultural theory and practice; (5) demonstrate problem-solving ability; (6) exhibit effective social interaction; (7) communicate effectively in both oral and written presentations; and (8) demonstrate self-reflection. (Contains 20 references.) (JB)

ED 394 910 SP 036 579

Rodriguez, Yvonne E.; Sjostrom, Barbara R.
Strategies for Teaching in a Culturally Responsive Manner.
PUB DATE- 24 Feb 96
NOTE- 27p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (48th, Chicago, IL, February 21-24, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Differences; Cultural Pluralism; Educational Strategies; Elementary School Teachers; Elementary

for their own future use. In so doing, student teachers received training in classroom research and reflection as it focuses on instruction. A comparison was made between 91 student-teacher reports and questionnaires completed in 1995 and responses to a similar questionnaire by 79 student teachers in 1991. Findings support Galyean's (1993) thesis that guided cognitive imagery can improve performance and enhance motivation and discipline, especially for low achievers. Student teachers in 1995 learned that pupils appreciate variety and novelty and that they do not all learn in the same way; they learned to refine the perception that they had about their pupils. Student teachers also learned the design, statistical analysis, and interpretation of classroom tests. Although most student teachers did find the imagery exercise more useful that they originally thought, gender-specific differences in attitudes toward the reports were noted. The survey results and syllabus for courses in Applied Psychology and Curriculum Studies are appended. (Contains 22 references.) (NAV)

ED 394 927 SP 036 609

Checkoway, Marjorie; And Others
Alternative Approaches to Educating for Diversity: The Madonna University Model.
PUB DATE- Feb 96
NOTE- 17p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (February 21-24, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; *College School Cooperation; Elementary School Teachers; Elementary Secondary Education; *Faculty Development; Higher Education; *Humanistic Education; *Humanities Instruction; Inservice Teacher Education; Liberal Arts; *Partnerships in Education; Preservice Teacher Education; Secondary School Teachers; *Teacher Education Curriculum; Teacher Educators; Teacher Improvement
IDENTIFIERS- *Madonna University MI

This paper reports on the results of two projects developed at Madonna University (Michigan) in response to a need to forge a link between humanities educators and teacher preparation faculty and between the University and K-12 educators in the surrounding community. The primary vehicle for achieving these goals was reading and discussing humanities texts, using themes that emerged from the texts as a basis for developing a discourse community. The project identified two critical steps in moving toward a more integrated vision of teacher preparation: (1) faculty professional development activities aimed at creating an interdisciplinary learning community focused on integrating the humanities and teacher preparation; and (2) course development to forge formal curricular linkages between key humanities general education courses and required courses in the teacher preparation program. Initially, faculty colloquia developed an intellectual discourse community on campus that met once every 6 weeks; two summer workshops were also held. In addition, two new courses were developed in the Department of English and Communication under the aegis of the project. Over the 2-year project period, focus shifted from faculty development within the university to a more community-oriented, K-12 approach, with the Madonna humanities professors and K-12 teachers working as a team for a year, visiting one another's classrooms and working on curricular units. Teams

Commission on Schools, Southern Association of Colleges and Schools Commission on Elementary Schools and the Southern Association of Colleges and Schools Commission on Secondary Schools); sources of information regarding teacher applications in the United States possessions and territories (Virgin Islands, American Samoa and Guam) and the Trust Territory of the Pacific Islands (Northern Mariana Islands, Federated States of Micronesia, Palau, and Marshall Islands). For those wishing more detailed information on particular fields, an appendix provides addresses for the office of education of each state and the District of Columbia. (LL)

ED 394 944 SP 036 643

Shulman, Judith H., Ed.; And Others
Groupwork in Diverse Classrooms: A Casebook for Educators and Facilitator's Guide.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 30 Nov 95
NOTE- 204p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Case Studies; Classroom Techniques; *Cooperative Learning; Elementary Secondary Education; Faculty Development; *Group Activities; *Group Dynamics; Higher Education; Interaction Process Analysis; Personal Narratives; *Reflective Teaching; Self Directed Groups; *Teaching Methods
IDENTIFIERS- Case Method (Teaching Technique)

This two-volume set offers 16 narrative case studies and a facilitator's guide. Cases were written by teachers about their personal experiences with teaching and groupwork, especially the problematic situations and dilemmas they faced. Groupwork is a well-documented and highly recommended strategy for enhancing students' academic, cognitive, social, and attitudinal outcomes. Students involved in groupwork often make greater learning gains in basic academic skills and higher-order thinking than do students in traditional, whole-class instruction. Chapter 1 offers case studies that summarize the major issues related to groupwork as an instructional strategy and describes two particular models: Complex Instruction and Fostering a Community of Learners. Chapter 2 offers suggestions for facilitating groupwork interactions, while chapter 3 presents a case that illustrates how the "center of attention" person, be it student or teacher, may change due to groupwork. In general, the cases present abstract issues in concrete terms that mirror these teachers' own experiences. These cases can be used in professional development settings to stimulate discussion, interpretation, and problem solving among teachers who face similar issues in their own teaching. The facilitator's guide provides general information on how to lead case discussions and specific teaching notes for each case to help the facilitator prepare for the issues that may come up during the discussion. The guide includes a table that offers an overview of specific issues found across the 16 cases. Appendixes include an annotated bibliography and guidelines for case writing. (Contains 22 references.) (NAV)

ED 394 945 SP 036 644

Ward, Beatrice A.; Tikunoff, William J.
Design Elements for Teacher Professional Development Workstation:

methodological issues are presented. Chapter 4, the core of the book, provides a systematic and updated description of the recommended common instruments for measurement of health for all indicators in health interview surveys. Conclusions and future perspectives with respect to the implementation and evaluation of common instruments are presented in chapter 5. Appendixes (annexes) include a list of participants at the consultations, a list of working papers used for preparation of this document, recommended instruments for chronic mental conditions, examples of showcards for use in administering the instrument for socioeconomic classification, and an illustrative set of questions on alcohol consumption. (Contains 154 references.) (NAV)

ED 394 962 SP 036 674

The Council of Europe's Work on Sport in 1995.
PUB DATE- 95
NOTE- 97p.; For 1994 edition, see ED 385 533.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adolescents; Adults; *Athletes; *Athletics; Children; Drug Abuse; *Drug Use Testing; Foreign Countries; Legislation; *Policy Formation; Public Policy; Violence; Volunteers
IDENTIFIERS- *Athletic Facilities; *Council of Europe (France); Europe; Spectator Sports; Sport Arena Management; Sport for All; Sport Management; Steroids

This collection of official texts is the result of the European sports cooperation in 1995 and the fourth in a series of publications by this organization. Part 1 reprints the Recommendations and Resolutions on Sport as adopted by the Committee of Ministers in 1995 dealing with young people and sport and the significance of sport for society. Part 2 presents the items discussed and decisions taken from the Work of the Standing Committee of the European Convention on Spectator Violence and Misbehavior at Sports Events, particularly, football (soccer) matches and the Work of the Monitoring Group of the Anti-Doping Convention. Part 3 states that no texts were adopted by the Parliamentary Assembly. Part 4 includes the texts and resolutions on tolerance and cooperation from the Conference of European Ministers responsible for Sport Conference held in Lisbon, Portugal, on May 17-18, 1995. Part 5 offers summaries of sports-related meetings and seminars held in 1995 in Edinburgh, Scotland; Bulgaria; Croatia; Slovenia; Belarus; Bratislava, Czechoslovakia; and Paris, France. It also includes a report, comments, and responder list to a cross-national questionnaire on sports for persons with disabilities, a report on sports and the law, and a report on sports and conflict resolution. (Since the last publication, Albania, Latvia, Moldova, The Former Yugoslav Republic of Macedonia, and the Ukraine have become Member States of the Council of Europe. Bosnia-Herzegovina and The Former Yugoslav Republic of Macedonia acceded to the European Cultural Convention.) (NAV)

ED 394 963 SP 036 675

The Sports Guide: NHLBI Planning Guide for Cardiovascular Risk Reduction Projects at Sporting Events.
PUB DATE- Oct 95
NOTE- 74p.; NHLBI Information Center, P.O. Box 30105, Bethesda,

PUB DATE- Aug 95
NOTE- 105p.; For related documents, see SP 036 685-694.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Assessment; Elementary Secondary Education; *Performance Based Assessment; Program Evaluation; Program Implementation; Public School Teachers; School Restructuring; State Departments of Education; State Standards; Teacher Attitudes; *Teacher Response; Teaching Experience
IDENTIFIERS- *Kentucky; *Kentucky Education Reform Act 1990

This report describes what schools and educators across Kentucky are doing to implement school reform in performance assessment based on the Kentucky Education Reform Act of 1990 (KERA). It provides research-based suggestions about how implementation of programs can be enhanced and how the benefits of reform increased for the Kentucky youth. Thirty-two schools from around the state were randomly selected to participate; they included two elementary schools, one middle school, and one high school from each region of the State. All teachers from the disciplines of language arts, mathematics, science, and social studies completed a performance assessment survey; six teachers from each school were randomly selected for personal interviews using the Performance Assessment Component Configuration (PACC) Map. A total of 500 surveys were analyzed. It was concluded that the extent to which performance assessment is occurring in the classrooms of the teachers selected varied considerably, both within and across schools, in terms of the understanding of what is required of a particular type of assessment and how it should be implemented. KERA support documents are being used by 7 out of 10 teachers surveyed as are multiple forms of assessment, including oral and written open-ended questions, performance events, portfolio assignments, skills tests, and conferencing. In addition, new teachers reported using more performance assessment in instruction than more experienced teachers. Appendices provide: a glossary of terms; the performance assessment component configuration map; performance assessment survey questionnaire; and 14 pages of tables displaying statistical results from the survey. (NAV)

ED 394 979 SP 036 695

Moore, John A.
Empowering Student Teachers To Teach from a Multicultural Perspective.
PUB DATE- Feb 96
NOTE- 30p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, February 21-24, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Cooperating Teachers; Cultural Awareness; Higher Education; Intermediate Grades; Junior High Schools; Middle Schools; *Multicultural Education; Practicum Supervision; *Preservice Teacher Education; *Student Teacher Attitudes; Student Teachers; Student Teacher Supervisors; *Student Teaching; *Teacher Empowerment; *Teacher Student Relationship

This paper presents case studies of four middle school preservice teachers' experiences with multicultural education during their approximately 16-week student teaching practicum in the

States (South Central)

The Mid-South Educational Research Association (MSERA), organized in 1972, is a nonprofit organization with the purposes of encouraging quality educational research in the mid-South and promoting the application of the results of quality educational research in the schools. This volume contains abstracts of more than 300 discussion papers, symposia, displays, and training sessions. While many were written by long-time MSERA members, others are the contributions of graduate students and new members. Papers deal with elementary, secondary, and higher education. Although they focus on education in the United States, with emphasis on the mid-South, there are contributions with an international focus. The keynote address on performance assessment by Ronald A. Berk (not included among these abstracts) set the tone for other papers that run the gamut of educational research. Attachments include the MSERA Constitution and Bylaws, a list of participants, and lists of MSERA award winners. (SLD)

ED 394 999 TM 024 995

Brandwein, Ann Cohen; Strawderman, William E.
James-Stein Estimation. Program Statistics Research, Technical Report No. 89-86.
PUB DATE- Apr 89
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- Equations (Mathematics); *Estimation (Mathematics); *Maximum Likelihood Statistics; *Statistical Distributions
IDENTIFIERS- *James Stein Estimation; Nonnormal Distributions; *Shrinkage

This paper presents an expository development of James-Stein estimation with substantial emphasis on exact results for nonnormal location models. The themes of the paper are: (1) the improvement possible over the best invariant estimator via shrinkage estimation is not surprising but expected from a variety of perspectives; (2) the amount of shrinkage allowable to preserve domination over the best invariant estimator is, when properly interpreted, relatively free from the assumption of normality; and (3) the potential savings in risk are substantial when accompanied by good quality prior information. Relatively, much less emphasis is placed on choosing a particular shrinkage estimator than on demonstrating that shrinkage should produce worthwhile gains in problems where the error distribution is spherically symmetric. In addition, such gains are relatively robust with respect to assumptions concerning distribution and loss. (Contains 1 figure and 53 references.) (Author/SLD)

ED 395 000 TM 024 996

Bunderson, C. Victor; And Others
The Four Generations of Computerized Educational Measurement.
PUB DATE- Jun 88
NOTE- 154p.; In: Linn, R. L., Ed. "Educational Measurement" (3rd edition). New York: Macmillan, 1988.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Adaptive Testing; *Computer Assisted Testing; *Educational Assessment; Educational

Differences; Test Construction; *Test Items; Test Validity; *Undergraduate Students; *Verbal Tests
IDENTIFIERS- Analogies; *Graduate Record Examinations

The verbal item types of the Graduate Record Examinations (GRE) were studied to explore possible reasons for any differences found in subgroup performance and validity. Statistical differences among item types in active forms of the GRE verbal measure were documented; experimental subtests of matching statistical characteristics for the item types were developed; and correlations of the matched and operational item type scores with self-reported grade point averages were compared. Comparisons were made by gender and ethnic group within undergraduate major field categories. Sample sizes ranged from 1,815 to 1,930 for the 8 new test editions between October 1985 and April 1987. Results suggest that all verbal item types studied exhibited concurrent validity, with only small differences among the item types. All the item types were valid, and they were very highly correlated. Because of this overlapping variance, little concurrent validity is lost by deleting any one item type. Reading comprehension items may, overall, be slightly more valid than the other item types; and the analogy item type may contribute slightly less to the concurrent validity of the verbal measure. However, these small differences do not suggest any specific revisions to the verbal measure of the GRE General Test. An appendix discusses equating the item-type subscores. (Contains 16 tables, 2 figures, and 24 references.) (Author/SLD)

ED 395 021 TM 025 038

Wilson, Kenneth M.
Population Differences in Speed Versus Level of GRE Reading Comprehension: An Exploratory Study. GRE Board Professional Report No. 84-09aP.
SPONS. AGENCY- Graduate Record Examinations Board, Princeton, N.J.
PUB DATE- Dec 89
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Correlation; English; Ethnicity; Graduate Study; Higher Education; *Language Proficiency; *Majors (Students); *Reading Comprehension; Reading Tests; *Scoring; Sex Differences; *Test Items; Verbal Tests
IDENTIFIERS- *Graduate Record Examinations; Population; *Speed

Possible population differences in speed versus level of Graduate Record Examinations (GRE) reading comprehension scores were explored. The study used operational measures computed post hoc from item-level data in GRE files for a pre-October 1977 version of the verbal test in which 40 GRE reading comprehension (RC) items were included as a separately timed section administered under then current formula-scoring instructions. The "level" (formula) score was defined by performance on the first 20 RC items, completed by almost all examinees; and the "speed" (formula) score was defined by performance on the next 20, attempted by fewer examinees, and a formula score based on 28 odd-numbered discrete-verbal items was z-scaled in data for more than 21,000 examinees. Patterns of difference between correlated z-scaled means were analyzed for U.S. and non-U.S. examinees by sex, ethnicity, English as primary language, and four broad graduate major areas. Patterns of relative standing on the scores were generally consistent with the hypothesis that speed/level differences would be present in analyses by graduate major area and English references.) (SLD)

ED 395 041 TM 025 062

Moore, James D., Jr.
Stepwise Methods Are as Bad in Discriminant Analysis as They Are Anywhere Else.
PUB DATE- 27 Jan 96
NOTE- 21p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, January 25-27, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Software; *Discriminant Analysis; Educational Research; *Error of Measurement; *Predictor Variables; Psychological Studies; Regression (Statistics); *Research Problems; *Sampling
IDENTIFIERS- Research Replication; *Stepwise Regression

The serious problems associated with the use of stepwise methods are well documented. Various authors have leveled scathing criticisms against the use of stepwise techniques, yet it is not uncommon to find these methods continually employed in educational and psychological research. The three main problems with stepwise techniques are: (1) computer packages use the wrong degree of freedom in their computations, producing spuriously statistically significant results; (2) stepwise methods capitalize outrageously on sampling error and therefore yield nonreplicable results; and (3) they do not identify the best set of predictors. As the literature already contains several examples of the misuse of stepwise methods in the case of regression, the present paper explains the problems associated with their use in the context of discriminant function analysis. It is suggested that these methods are equally as bad in multivariate statistics as they are in a univariate context and therefore should be avoided entirely. (Contains four tables and nine references.) (Author/SLD)

ED 395 042 TM 025 063

Garbarino, Jennifer J.
Alternate Ways of Computing Factor Scores.
PUB DATE- 27 Jan 96
NOTE- 24p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (19th, New Orleans, LA, January 25-27, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Algorithms; *Factor Analysis; *Regression (Statistics); *Scores
IDENTIFIERS- Parametric Analysis; *Variables

All parametric analysis focuses on the "synthetic" variables created by applying weights to "observed" variables, but these synthetic variables are called by different names across methods. This paper explains four ways of computing the synthetic scores in factor analysis: (1) regression scores; (2) M. S. Bartlett's algorithm (1937); (3) the Anderson-Rubin method (T. W. Anderson and H. Rubin, 1956); and (4) standardized, noncentered factor scores. A description and illustration of the derivation and utility of factor scores in multivariate analysis were undertaken. In addition, an attempt

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Athletics; Black Culture; *Black History; Black Literature; *Blacks; Black Studies; *Civil Rights; *Politics; Racial Relations; *United States History; *Visual Arts
IDENTIFIERS- African Americans

This book is a guide to the central facts and key information necessary for an understanding of the black experience and its true place in the American experience. Timelines present, in chronological order, the dates of major events in African-American history from the fifteenth century to 1993. The events of each year are divided into subject categories such as politics and civil rights, sports, literature and journalism, the military, and visual arts. This arrangement makes it possible to trace any of these themes across the years as well as within each year. In addition to listing significant dates, the book recognizes the vital importance of African-American culture. More than 1,500 entries describe people and events. Sidebars highlight particular events or conditions, or profile individuals of interest. (Contains 58 references.) (SLD)

ED 395 063 UD 030 894

Myrdal, Gunnar
An American Dilemma. The Negro Problem and Modern Democracy. Volume I.
PUB DATE- 96
NOTE- 913p.; Fiftieth Anniversary Edition of work first published in 1944. Includes an introduction by Sissela Bok and the author's preface written for the Twentieth Anniversary Edition. For Volume II, see UD 030 895.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *American Dream; Black Culture; Black History; *Blacks; *Civil Rights; Economic Factors; Equal Education; Equal Opportunities (Jobs); Futures (of Society); *Minority Groups; Political Influences; *Racial Discrimination; *Social Problems; United States History; Values
IDENTIFIERS- Myrdal (Gunnar)

The American dilemma, with regard to race, is posed as the question of how the nation can square its lofty ideals with the base realities of racial discrimination. This study, originally commissioned by the Carnegie Corporation in 1938, makes it clear that the struggle goes on in the hearts of all Americans. The root of the "Negro problem" is the conflict between American moral valuations preserved in the American ideal and the valuations existing on specific planes of individual and group living. There is a jarring discrepancy between the professed respect for the inalienable rights of all and the pervasive violations of the dignity of blacks. Volume I contains 23 chapters, divided into the following parts: (1) "The Approach"; (2) "Race"; (3) "Population and Migration"; (4) "Economics"; and (5) "Politics." Chapters 24 through 45 and the appendixes are included in Volume II. The introduction by Sissela Bok, the author's daughter, provides insight into the author's philosophy and methodological approach. References follow Volume II. (Volume I contains 32 tables, including those in footnotes, and 5 figures.) (SLD)

ED 395 064 UD 030 895

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Business; Computer Science; *Displaced Homemakers; *Enrollment; Equal Opportunities (Jobs); Federal Aid; Federal Legislation; Females; Marketing; Minority Groups; *Nontraditional Occupations; *One Parent Family; Technical Occupations; *Vocational Education
IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990; *New Jersey; Set Asides

The Carl D. Perkins Applied Vocational and Technology Education Act Amendments (Perkins Act) targets the single parent and homemaker populations for vocational education services and activities. This report presents enrollment statistics from New Jersey secondary and adult occupational enrollment and single parent/homemaker programs offered through the Perkins Act set aside for 1993-94. Data organized by occupational cluster did not show any significant trend toward increasing the number of males or females in work programs not traditional for their genders, but program data for set aside programs showed significant numbers of students, single parents, and displaced homemakers enrolled in occupational programs nontraditional for their gender. A trend toward gender balance was seen in secondary marketing, vocational home economics, and business management clusters. Adult student enrollment was also tending toward more balance in marketing areas, vocational home economics, and computer and information science. Includes an extensive list of recommendations for future career training programs. (Contains 1 table and 15 figures.) (SLD)

ED 395 083 UD 030 920

Staudt, Denise
Mentoring: A School-University Partnership That Is Making a Difference.
PUB DATE- 95
NOTE- 10p.; Paper presented at the Texas University/School Research Collaborative (College Station, TX, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; College Students; Elementary Education; Higher Education; *High Risk Students; Interpersonal Relationship; *Mentors; *Partnerships in Education; Pretests Posttests; *Self Concept; Tutorial Programs; Urban Schools; Urban Youth
IDENTIFIERS- *Our Lady of the Lake University of San Antonio TX; Piers Harris Childrens Self Concept Scale; *San Antonio Independent School District TX

Mentoring is being embraced by many schools as a way to fill gaps in the lives of children classified as "at-risk." Several lines of research indicate that mentoring programs encouraging positive adult relationships with these students provide the support needed to help these children reach their full potential. Through a collaborative effort between Rodriguez Elementary School, located in inner city San Antonio (Texas), and Our Lady of the Lake University, also in San Antonio, a very successful mentoring program involving college students and elementary school students is underway. As part of a state grant, a research program accompanied the mentoring program. By 1993-94, the program had grown to include over 130 college students, providing mentors for many of the school's 370 students. Using a one-group pretest-posttest design, the Piers-

Secondary Education; *Multicultural Education; Preschool Education; Secondary School Teachers; *Teacher Attitudes; Teacher Competencies; *Teaching Methods
IDENTIFIERS- Acceptance; Diversity (Student); Dominant Culture; Solidarity; Tolerance

This study examines how student teachers and teacher practitioners approach cultural diversity in their classrooms, teachers' underlying assumptions about teaching to diversity, and specific strategies used by teachers in their classrooms. The study tested the capacity of five culturally responsive pedagogy competencies to elicit specific strategies for implementing these competencies in elementary and secondary classroom settings across urban, suburban, and rural school districts. The competencies (monocultural perspective; acceptance; respect; tolerance; and affirmation, solidarity and critique) were analyzed across a multicultural framework. The analysis discerned the degree to which teachers demonstrated a propensity to use a culturally responsive (multicultural) or a monocultural approach in their teaching. Study participants were 45 randomly selected teachers distributed across all educational levels and types of settings. Of these, 38 volunteered to be interviewed by trained teacher candidates. Results indicated that participants used a preponderance of strategies in the monocultural level though strategies reflecting tolerance and acceptance appeared with more frequency. There was no evidence of teaching at the multicultural level of affirmation, solidarity or critique. Appendixes contain a description of the five culturally responsive competencies and an outline of the characteristics of multicultural education. (Contains 28 references.) (JB)

ED 394 911 SP 036 580

Andrews, W'Dene Eddings
Practicing What We Preach: New Roles for Professional Educators.
PUB DATE- 24 Feb 96
NOTE- 15p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (48th, Chicago, IL, February 21-24, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Academic Ability; Action Research; Attitude Change; Change Agents; Cognitive Style; Educational Strategies; Equal Education; High School Students; Secondary Education; *Secondary School Teachers; *Teacher Attitudes; *Teaching Methods; *Urban Schools
IDENTIFIERS- Diversity (Student); *Indianapolis Public Schools IN

In the context of striving for an effective educational equity agenda and school community commitment to diversity, this action research study sought to determine when and how teachers' attitudes, values and self-awareness should be evaluated, and how knowledge of their misconceptions could be used to enhance the success of students attending urban high schools. At a high school in the Indianapolis Public School Corporation serving 1052 ethnically diverse students, faculty were asked to think about each of their present students with regard to two attributes: general academic ability and learning personality. They then considered 29 instructional alternatives and chose which would be appropriate for each student. These choices were then compared with an expert's instructional choice. Participants then responded to items contained in "critical conversations" task sheets on equalizing educational have reported that the pedagogical insights and exchange of ideas have been extremely enriching. (NAV)

ED 394 928 SP 036 610

Price, Elsa C.
On the Cutting Edge of Creativity: The Use of Art Projects in Community College Science Classes.
PUB DATE- Feb 95
NOTE- 25p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (75th, Detroit, MI, February 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Art Activities; Cognitive Style; College Students; Community Colleges; *Cooperative Learning; *Interdisciplinary Approach; *Learning Strategies; *Science Instruction; Science Process Skills; *Science Projects; Student Evaluation; Student Projects; Two Year Colleges

This paper reports on the results of a class experiment in which advanced Human Anatomy and Physiology and beginning General Biology science students selected a science project using art as the medium of expression and demonstration. Students were allowed to select their own project, with the instructor's approval. Once a project was decided upon, students were allowed to work independently or in small, self-selected project groups and given 3-4 weeks to complete the project. Before the project selection, students completed two assessment instruments: the Self Index of Modality Tendencies and the Teaching Learning Preference Inventory. Students were given their instrument results and encouraged to work with students with different learning styles. Assessment instrument results from both classes were compared. Most students agreed with their assessed learning styles and preferred to work in groups when using visual and manipulative materials in the laboratory setting. Most felt this method reduced their anxiety regarding learning the laboratory materials. In general, it was found that the addition of the hands-on art projects and cooperative learning into the science class helped students to retain information better, be more motivated and creative, and be more interested in class activities. It is suggested that small differences between the results from the two class surveys regarding working alone may be related to differences in the types of materials and the concepts learned in the two classes. Appendixes contain a list of project criteria, questionnaires, and tables. (Contains 16 references.) (NAV)

ED 394 929 SP 036 611

Price, Elsa C.
Comparing Community College Students' Learning Styles in General and Advanced Biology Classes.
PUB DATE- Feb 94
NOTE- 32p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (74th, Atlanta, GA, February 12-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

Application of Technology To Develop Expert Teachers of Diverse Student Populations.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 95
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cultural Differences; *Databases; Elementary School Teachers; Elementary Secondary Education; English (Second Language); *Faculty Development; Instructional Innovation; *Multicultural Education; Multimedia Instruction; *Multimedia Materials; Secondary School Teachers; Teacher Certification; Teacher Effectiveness; Teacher Improvement; *Workstations
IDENTIFIERS- *Diversity (Student); Language Minorities; *Technology Utilization

The multimedia workstation described here serves as an information resource center for teachers and others who are responsible for the education of children from ethnically and linguistically diverse backgrounds. The changing nature of student populations requires that all teachers become knowledgeable about the diverse cultural backgrounds of their students and develop the necessary instructional skills and knowledge that promote students' continuing academic progress at the same time they are acquiring English as a new language. Using a technology-based workstation to accomplish this goal is promising because it allows individual teachers to structure their inquiries and training to fit their existing levels of instructional expertness. In addition, information and training about linguistically and culturally diverse student populations can be made accessible throughout wide geographic areas. The purpose of this paper is to delineate potential professional development areas that can be included in the workstation database. To assist in this process, interviews were conducted with teacher development personnel at universities and intermediate and local education agencies where technology-supported teacher development efforts are underway. These uses were mapped with the requirements for effective instruction of diverse student populations as reported in the literature and applied in California's (Bilingual) Cross-cultural, Language, and Academic Development (CLAD/BCLAD) credentials. Interview findings and a preliminary schema for design of the workstation database are included in this report. (Contains 13 references.) (Author/ND)

ED 394 946   SP 036 645

EI Handbook. Second Edition.
PUB DATE- Oct 95
NOTE- 152p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Administrative Organization; *Educational Policy; Elementary Secondary Education; Foreign Countries; *Governance; Higher Education; *International Organizations; *Organizational Objectives; Organizations (Groups)
IDENTIFIERS- Africa; Asia; Belgium; *Bylaws; *Education International (Belgium); Europe; Latin America

The publication contains organizational information relating to

MD 20824-0105.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Athletics; At Risk Persons; *Cardiovascular System; Case Studies; Guides; *Health Activities; *Health Materials; *Health Promotion; *Heart Disorders; Middle Aged Adults; Planning; Prevention; *Publicity; Volunteer Training; Young Adults
IDENTIFIERS- Health Risk Appraisal; *Public Awareness; Target Populations

The most recent national surveys of public awareness and knowledge of treatment and control of cardiovascular disease (CVD) show that health initiatives targeting specific populations are effective ways to support health promotion and disease prevention. Projects and activities outlined in this guide are directed to spectators at sporting events, especially young adults and middle-aged persons, to persons with cardiovascular risk factors, and to minorities. The publication is designed to encourage health awareness and disease prevention by promoting the knowledge that CVD may be prevented and can be treated. The guide describes how to design a project to fit the community and the target audience, how to fund the project, working with the sports community, organizing and training volunteers, marketing the event, referrals and follow-up activities, and spillover events. Themes for different types of sporting events are suggested, such as "Slam Dunk Stroke" (basketball), "TouchDOWN on Fat" (football), "Net a Healthy Heart" (tennis), "Run for Life" (track), along with suggestions for gathering data to be used in evaluating the program. Projects carried out in Atlanta, Baltimore, Hawaii, South Carolina, and New Orleans are described. Four appendixes, which comprise more than half the guide, include: planning and implementation form, data form and recording chart for screening booth, screening evaluation sheet, and media contact and coverage forms; sample publicity materials such as a press release and public service announcement (PSA) radio and video scripts; camera ready art; and resource materials that can be duplicated and distributed as part of health promotion projects. (ND)

ED 394 964 SP 036 677

Hollins, Etta R.
Culture in School Learning: Revealing the Deep Meaning.
PUB DATE- 96
NOTE- 176p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cultural Differences; *Cultural Pluralism; *Culture; *Curriculum Development; Educational Change; Elementary Secondary Education; Higher Education; Instructional Innovation; Knowledge Base for Teaching; Learning Processes; *Multicultural Education; *Preservice Teacher Education; Textbooks; Theory Practice Relationship
IDENTIFIERS- *Diversity (Student)

This publication presents a process for developing a teaching perspective that embraces the centrality of culture in school southeastern United States. Student teachers were male and female, aged 21 to 42 years; one was African-American and three were European-American. The study was designed to provide descriptive information as well as to show practical examples of student teachers' multicultural teaching opportunities and lack of opportunities in mathematics, science, language arts, and social studies. Factors that impeded the practice of culturally diverse teaching by these four student teachers included lack of preparation for multicultural teaching in teacher education courses, lack of personal learning experiences, lack of demonstration and guidance in culturally diverse teaching, and lack of encouragement by supervisory and cooperating teachers. Based on findings in this research, it is recommended that more emphasis be placed on genuine and comprehensive multicultural learning experiences, that more connections be presented between comprehensive subject specific content and components of diversity, that multicultural teaching be required as part of the teacher education program, and that student teachers have some degree of autonomy in constructing lessons and learning during the practicum. (Contains 10 references.) (NAV)

ED 394 980   SP 036 702

Stephen, Veronica P.
The Visual Arts and Qualitative Research: Diverse and Emerging Voices.
PUB DATE- Feb 96
NOTE- 14p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (St. Louis, MO, February 24-28, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Art Appreciation; *Art Expression; Childrens Art; Class Activities; Creative Activities; Creative Expression; Elementary Secondary Education; Higher Education; Learning Strategies; *Multisensory Learning; Qualitative Research; *Sensory Experience; *Visual Arts; *Visual Stimuli

The arts are basic educational processes that involve students with different abilities and from differing age groups in sensory perception. This perception, augmented by the use of art compositions, establishes a critical dialogue between the medium and the viewer. What one views, sees, and observes in an art piece serves to create a relationship, much like that between reader and text. With visual arts, the processes of receiving conceptual images and later forming reactions to such images are inexorably bound to higher order thinking skills and numerous aspects of creativity. Learners in current educational settings must be provided with possibilities to view, analyze, and respond to the arts. Learners should have a means through which they may look, feel, and listen to artwork. This realization would relate the curriculum to real life learning and afford the students greater opportunities for academic, social, and personal achievement. Agreement has recently been reached on the importance of arts education and the necessity to include the arts in state and federal education goals. Suggestions are offered for integrating the visual arts into the academic curriculum under the headings: personal education goals and instruction and research. Suggestions for classroom activities are given in the following categories: illustrations in children's literature; children's art; calendars; paintings and photographs; billboards, advertisements, and bumper

Innovation; Information Dissemination; Information Processing;
*Intelligent Tutoring Systems; *Measurement Techniques; Models;
Research Methodology; Scoring; *Test Items

Educational measurement is undergoing a revolution due to the rapid dissemination of information-processing technology. The recent growth in computing resources and their widespread dissemination in daily life have brought about irreversible changes in educational measurement. Recent developments in computerized measurement are summarized by placing them in a four-generation framework in which each generation represents a genus of increasing sophistication and power as follows: (1) computerized testing--administering conventional tests by computer; (2) computerized adaptive testing--tailoring the difficulty or contents of the next piece presented or an aspect of the timing of the next item on the basis of examinees' responses; (3) continuous measurement--using calibrated measures embedded in a curriculum to continuously and unobtrusively estimate dynamic changes in the student's achievement trajectory and profile as a learner; and (4) intelligent measurement--producing intelligent scoring, interpretation of individual profiles, and advice to learners and teachers by means of knowledge bases and inferencing procedures. The suggested framework may contribute to discourse in the field and facilitate communication about the rapidly developing issues. (Contains 5 tables, 2 figures, and 158 references.) (Author/SLD)

ED 395 001 TM 024 997

Allen, Nancy L.; Wainer, Howard
Nonresponse in Declared Ethnicity and the Identification of Differentially Functioning Items. Program Statistics Research, Technical Report No. 89-89.
PUB DATE- Oct 89
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Blacks; Comparative Analysis; *Ethnicity;
Identification; *Item Bias; *Minority Groups; Racial
Identification; *Responses; *Test Items; Test Results;
Validity; Verbal Tests; Whites
IDENTIFIERS- Item Bias Detection; *Mantel Haenszel Procedure;
*Nonresponders; Scholastic Aptitude Test; Self Report Measures

The accuracy of procedures that are used to compare the performance of different groups of examinees on test items obviously depends on the correct classification of members in each examinee group. The significance of this dependence is determined by the sensitivity of the statistical procedure and the proportion of examinees who are unidentified. Since the number of nonrespondents to questions of ethnicity is often of the same order of magnitude as the number of identified members of most minority groups, understanding the effect of nonresponse is crucial to evaluating the validity of a procedure that is used to study differential item functioning (DIF). This study examined the effect of nonresponse to questions of ethnic identity on the measurement of DIF for Scholastic Aptitude Test verbal items using a commonly used modern method, the Mantel-Haenszel procedure (P. W. Holland and D. T. Thayer, 1988). The study considered 94,486 examinees who identified themselves as black or white or did not identify themselves by ethnic group. It was found that efforts to obtain more complete ethnic identifications from the examinees would be rewarded with more accurate DIF analyses. (Contains four proficiency status, but not in analyses by sex or ethnicity. An appendix contains three tables of correlations of subtests and GRE scores by examinee subgroup. (Contains 9 figures, 10 tables, and 62 references.) (Author/SLD)

ED 395 022 TM 025 039

Reynolds, Anne
Developing a Comprehensive Teacher Assessment Program: New Pylons on a Well-Worn Path.
PUB DATE- Mar 90
NOTE- 66p.; The figure on page 25 should read "Figure 3" not "Figure 4" as stated.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Beginning Teachers; Classroom Techniques; *Comprehensive Programs; Educational Assessment; Educational Planning; *Knowledge Base for Teaching; Knowledge Level; Models; Professional Development; *Teacher Evaluation; *Teaching (Occupation); Teaching Methods; Teaching Skills

A conceptual framework is constructed to integrate teacher actions, teacher knowledge, and state of the art assessment methodologies. Section 1 discusses teaching in terms of tasks, and Section 2 considers the knowledge base teachers draw on in order to accomplish those tasks. Section 3 illustrates the relationship between teacher actions and teacher knowledge. Section 4 details assessment forms appropriate for measuring teacher knowledge and actions. Section 5 brings together actions, knowledge, and assessment forms to describe a program of teacher assessment in four stages. Stage 1 is a checkpoint designed to protect the prospective teacher's students from educational harm by examining the teachers's enabling skills. Stage 2 addresses the teacher's content knowledge and teaching skills and knowledge. In Stage 3, whether the entry-level teacher can apply the skills and knowledge in the classroom is assessed. Stage 4 then asks if the teacher can demonstrate professional excellence over time. This conceptual framework may help in planning appropriate teacher assessments for the future. (Contains 4 figures and 123 references.) (SLD)

ED 395 023 TM 025 040

Oltman, Philip K.
The Effect of Complexity of Mouse Manipulation on Performance in Computerized Testing.
PUB DATE- May 94
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Testing; Computer Literacy; *Difficulty Level; Individual Differences; *Minority Groups; *Performance Factors; Sex Differences; Teacher Evaluation; *Test Bias; Whites
IDENTIFIERS- *Computer Mice; Praxis Series

The possibility exists that some people might be at a disadvantage in registering their responses to a computerized test if mouse manipulation were complicated. This would be of particular concern if some groups were differentially affected by the complexity of manipulation. This study analyzed data from a pilot test conducted in 1991 for the Computer-Based was made to explain the concept that factor scores are synthetic variables, or weighted combinations of the observed scores, and that they are similar to those in regression. An appendix contains a Statistical Package for the Social Sciences program. (Contains 6 tables and 11 references.) (Author/SLD)

ED 395 043 TM 025 090

Rankings of the States, 1995. A Data Resource for Examining State Public Education Programs.
PUB DATE- 95
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Attendance; Comparative Analysis; Demography; *Educational Finance; Educational Trends; *Enrollment; Expenditures; Government Role; Income; *Population Trends; Public Schools; State Departments of Education; *State Norms; Tables (Data); Teacher Characteristics; Trend Analysis
IDENTIFIERS- *Ranking

The annual "Rankings of the States" provides data on the 50 states and the District of Columbia to indicate their comparative positions nationally in a number of relevant areas. All state data are ranked beginning with the largest figure. State-by-state figures on government and school financing, state demographics, and public school personnel permit a statistical assessment of the scope of public education and an identification of emerging trends. The availability of government data governs the contents of the compilation; some information available in prior years was not available for this year. Series A presents tables about state populations; and Series B contains tables on enrollment, attendance, and membership. Series C provides faculty information. Series D contains information on general financial resources, while Series E considers governmental revenue and Series F contains tables of school revenue. Expenditures for governments and schools are summarized in Series G and H. A bibliography with seven sources and glossary are attached. (Contains 94 tables and 5 figures.) (SLD)

ED 395 044 TM 025 991

Achieving the Goals: Goal 1. All Children in America Will Start School Ready To Learn.
PUB DATE- 96
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Cognitive Development; Educational Objectives; Emotional Development; *Federal Programs; Government Role; *Learning Readiness; *Physical Development; *Preschool Children; Preschool Education; Program Descriptions; Reading Readiness; *School Readiness; Social Services; Writing Readiness
IDENTIFIERS- *National Education Goals 1990

"Reaching the Goals" is a series of eight books designed to inform people involved in education reform, or people who want to be involved, of the myriad of programs and resources that are available from the Federal Government to support each of the National Education Goals defined in 1990. This first book is dedicated to Goal 1, "All children in America will start

Myrdal, Gunnar
An American Dilemma. The Negro problem and Modern Democracy.
Volume II.
PUB DATE- 96
NOTE- 971p.; Fiftieth Anniversary Edition of work first published in 1944. Includes an introduction by Sissela Bok and the author's preface written for the Twentieth Anniversary Edition. For Volume I, see UD 030 894.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *American Dream; Black Culture; Black History; *Blacks; *Civil Rights; Economic Factors; Equal Education; Equal Opportunities (Jobs); Futures (of Society); *Minority Groups; Political Influences; *Racial Discrimination; *Social Problems; United States History; Values
IDENTIFIERS- Myrdal (Gunnar)

This study, originally commissioned by the Carnegie Corporation in 1938, makes it clear that the root of the "Negro problem" is the conflict between American moral valuations preserved in the American ideal and the valuations existing on specific planes of individual and group living. There is a jarring discrepancy between the professed respect for the inalienable rights of all and the pervasive violations of the dignity of blacks. Volume II continues the exploration of Volume I, with the 22 chapters in the following sections: (6) "Justice"; (7) "Social Inequality"; (8) "Social Stratification"; (9) "Leadership and Concerted Action"; (10) "The Negro Community"; and (11) "An American Dilemma." The 10 appendixes included in this volume provide information on the methodology of the study and additional information about the condition of blacks at various times and places in the United States. (Volume II contains 11 tables, including those in footnotes, 8 appendix tables, and 784 references.) (SLD)

ED 395 065 UD 030 896

Nehaul, Kamala
The Schooling of Children of Caribbean Heritage.
PUB DATE- 96
NOTE- 211p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Cultural Awareness; *Cultural Differences; *Educational Experience; Educational Research; Educational Theories; Elementary Education; Family Characteristics; Foreign Countries; Institutional Characteristics; Racial Differences; *Racial Discrimination; *Student Characteristics
IDENTIFIERS- *Caribbean Islanders; *Great Britain

This study examines whether and how the experiences of children of Caribbean heritage in school in Britain differ from those of their classmates. Chapter 1 summarizes the research that justifies concern about the academic achievement of children of Caribbean heritage. Chapter 2 discusses the research theories that attempt to explain underachievement for these children. Chapters 3 through 7 describe a research project carried out in 5 primary classrooms in 1992, focusing on 25 students of Caribbean heritage with a range of abilities, personal attributes, and home background. Chapter 8 considers racism in action, and Chapter 9 suggests new ways of promoting the achievement of children of Caribbean heritage. The traditional

Harris Children's Self-Concept Scale was administered to elementary students involved in the mentoring program. While the results were not statistically significant, the data indicate a positive trend in students' self-concept and also indicate that the collaborative mentoring program is having a positive effect on students' self-esteem. (Contains one table and four references.) (Author/SLD)

ED 395 084 UD 030 921

Weber, Judith Libhaber; O'Brien, Mary
Latino Children's Affective, Cognitive, and Behavioral Responses to Interparental Conflict.
PUB DATE- Aug 95
NOTE- 11p.; Paper presented at the Annual Meeting of the American Psychological Association (103rd, New York, NY, August 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Behavior; Aggression; Attitudes; Behavior Patterns; *Children; *Cognitive Processes; *Conflict; Context Effect; Elementary Education; Elementary School Students; *Hispanic Americans; Marital Instability; *Parents; Responses
IDENTIFIERS- Blame; *Latinos

Guided by the cognitive-contextual theory of J. H. Grych and F. D. Fincham (1990), which emphasizes the importance of children's perceptions of conflict as well as conflict characteristics and contextual factors, this study investigated children's appraisals of various types of simulated marital conflict. Seventy Latino children, aged 7 to 12 years, from homes with physically aggressive (n=25) and nonphysically aggressive (n=45) interparental conflict reported affective, cognitive, and behavioral responses to simulated marital conflicts varying in intensity and content (child-related and nonchild-related). Results indicate that children were more likely to blame their parents in response to high-intensity conflicts. Conflict concerning the child was associated with higher levels of negative affect, self-blame, and coping efficacy, while conflict that was nonchild related was associated with more frequent comments regarding parents' negative affect and attributions of parent blame. Children from physically aggressive homes made more predictions of escalation and negative outcome and blamed themselves and their parents more often. These results suggest that children's appraisals of marital conflict are influenced by variations in conflict intensity and content, and that their exposure to conflict in the home may affect their responses to novel marital conflict. (Contains 2 tables and 10 references.) (Author/SLD)

ED 395 085 UD 030 922

Pappas, Georgia
Unveiling White Privilege.
PUB DATE- Nov 95
NOTE- 6p.; LARASA/REPORT is published monthly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Collected Works - Serials (022)
DESCRIPTORS- Attitude Change; *Cultural Awareness; Disadvantaged Youth; Equal Education; Equal Opportunities (Jobs); Ethnic Groups; *Ethnocentrism; *Minority Groups; *Racial Bias; Racial Discrimination; Racial Identification; Stereotypes; *Whites

opportunities, participated in various staff development activities, and were pre- and post-tested to determine whether their opinions had changed. The study concluded that urban practitioners believe that different instructional alternatives work best for different learners; that degree and direction of change are influenced by the practitioner's own cognitive ability, learning personality, and prior knowledge; and that by uncovering practitioners' perspectives on contemporary issues change agents can better gauge when and how to replay those choices. (JB)

ED 394 912 SP 036 581

Skarstad, Kirsten
Reconceptualizing the Role of Teacher Leaders: Collaboration among All Staff Members.
PUB DATE- 24 Feb 96
NOTE- 21p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (48th, Chicago, IL, February 21-24, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Educational Cooperation; Elementary Secondary Education; Leadership; Personality Traits; *School Restructuring; *Teacher Characteristics; Teacher Role
IDENTIFIERS- Personality Types; *Teacher Leaders; Teacher Leadership

Since it is an acknowledged fact that school restructuring will not occur without the support and commitment of teachers, this study attempted to explore teachers' expressions of visionary leadership characteristics. Participants were selected from among teachers who participated in a four-day workshop on school restructuring. The sample consisted of 2 male teachers and 10 female teachers with 2 to 28 years of teaching experience among them; the study instrument was a long interview guide using an open-ended question format. The data were analyzed to categorize the teachers on a visionary scale that included the Stabilizer or Traditionalist, the Catalyst, the Troubleshooter or Diplomat, and the Visionary Leader. Comparing themes showed that categorizing teachers on a continuum from non-visionary to visionary was impossible, and that the classifications of "visionary" and "non-visionary" were troublesome as the first depicted all strengths and the second failed to reveal strengths that were actually present. The analysis also found that visionaries and catalysts were the most individualistic, that stabilizers were the conservative teachers, and that the troubleshooters and stabilizers were both present-oriented (except that stabilizers were future-oriented with students). An overall finding was that each teacher had something to contribute and that any team must have all these types to accomplish major change throughout an organization. (Contains 132 references.) (JB)

ED 394 913 SP 036 582

Banks, Dennis N.; Stave, Anna M.
Changes in Preservice Teacher Attitudes Concerning Urban Teaching: A Case Study.
PUB DATE- 22 Feb 96
NOTE- 31p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (48th, Chicago, IL, February 21-24, 1996).

DESCRIPTORS- Cognitive Style; College Students; Community Colleges; *Cooperative Learning; *Group Dynamics; Individual Differences; Laboratory Experiments; *Learning Strategies; *Science Instruction; Science Process Skills; Student Evaluation; *Test Anxiety; Two Year Colleges
IDENTIFIERS- Alabama

This paper reports on an investigation into individual differences and group differences in learning styles, test anxiety levels, task performance, and students' attitudes regarding cooperative learning in beginning and advanced biology classes. The Transactional Analysis Inventory (TAI) and Test Anxiety Scale (TAS) were administered to two groups of general biology students and two groups of advanced biology students at a southeast Alabama community college. On the basis of the TAI, students who knew their TAI results were placed into activity groups so that at least two learning styles were represented in each group. At the end of the quarter, students again completed the TAI and the TAS, in addition to the Learning Styles Questionnaire; pre- and post-test scores and beginning versus advanced test scores were compared. Although both students and teachers felt that cooperative learning groups helped to reduce their test anxiety, no significant differences were found between the pre- and post-test TAS scores. Correlations were noted between learning styles and grades with concrete or hands-on learners having the highest grades in both class groups. Findings indicate that group activities not only prevented students from working in isolation, but also helped reduce shyness and increased social skills, team spirit, and a sense of belonging. The learning styles questionnaire is appended. (Contains 19 references.) (NAV)

ED 394 930 SP 036 613

Weaver, Roberta; Landers, Mary F.
Preparing Preservice Secondary Teachers for the Diversity Presented by Students with Special Needs.
PUB DATE- Feb 96
NOTE- 23p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, February 21-24, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Change; Cultural Differences; Faculty Development; Higher Education; High Risk Students; Practicums; *Preservice Teacher Education; Regular and Special Education Relationship; Secondary Education; *Special Education; Special Needs Students; *Student Attitudes; *Teacher Education Curriculum
IDENTIFIERS- Diversity (Student); *Preservice Teachers; University of Dayton OH

This paper describes the prevailing atmosphere in the Department of Teacher Education at the University of Dayton (Ohio) in 1989 that supported a preservice secondary education teacher coursework change. It also reviews the evolution of the development of the coursework over four years that provided students with experiences causing them to question traditionally held perceptions of the role of the secondary teacher with at-risk and special needs students, and offers a discussion of the insights gained by the faculty implementing the change. The change was brought about by the implementation of a new education program that blocked coursework in

Education International (EI). Included are lists of the EI Executive Board, EI Headquarters staff, and EI Regional Officers; for Constitution and By-Laws of EI; By-Laws for four of EI's five official regions--Africa, Asia, Europe, and Latin America (North American and the Caribbean is not included); a country list by region; and a list of EI member organizations by country. (ND)

ED 394 947 SP 036 647

Scheurman, Geoffrey
Constructivism, Personal Epistemology, and Teacher Education: Toward a Social-Developmental Model of Adult Reasoning.
PUB DATE- Apr 95
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Constructivism (Learning); Educational Research; *Epistemology; Higher Education; *Intellectual Development; Preservice Teacher Education; Reflective Teaching; *Teaching Models; *Thinking Skills
IDENTIFIERS- Preservice Teachers; *Reflective Thinking; *Social Constructivism

This paper presents a model of adult reasoning that is consistent with a set of related psychological theories of learning known collectively as constructivism. Three general factors comprise the model: (1) personal epistemology (defined as beliefs about learning, dispositions toward thinking, and assumptions about knowledge itself); (2) sustained contextual support (defined in terms of practice coping with ill-structured problems); and (3) immediate contextual support (defined in terms of the level of scaffolding provided in a problem solving situation). Although the model has broad applicability for thinking about adult intellectual development, the focus of this paper is on the reflective thinking capabilities of young adults preparing to become teachers. Literature leading to the identification of factors in the model is highlighted, research generated by the model is reviewed, and implications of the model for teacher education are discussed. (Contains 62 references.) (Author)

ED 394 948 SP 036 648

Nagel, Nancy G.
Learning through Real-World Problem Solving: The Power of Integrative Teaching.
PUB DATE- 96
NOTE- 179p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Case Studies; *Curriculum Development; Elementary Education; Higher Education; Integrated Activities; *Interdisciplinary Approach; *Learning Strategies; Lesson Plans; Masters Programs; *Problem Solving; Program Evaluation; Teacher Education Programs; *Teacher Interns; Teaching Methods; *Teaching Models
IDENTIFIERS- Lewis and Clark College OR

learning. The six-part process presented in the book involves objectifying culture, personalizing culture, inquiring about students' cultures and communities, applying knowledge about culture to teaching, formulating theory linking culture and school learning, and transforming professional practice to better meet the needs of students from different cultural and experiential backgrounds. All aspects of the process are interrelated and interdependent. Designed for preservice teachers, the volume is organized to facilitate its use as a textbook. Focus questions at the beginning of each of the eight chapters assist the reader in identifying complex issues to be examined. The discussion in the chapter is not intended to provide complete and final answers to the questions posted, but rather to generate discussion, critical thinking, and further investigation. The chapter summary provides a quick review of the main topics presented. Suggested learning experiences have been selected for their value in expanding preservice teachers' understanding of the specific questions and issues raised in the chapter. Each chapter also includes a list of critical readings. Individual chapters focus on: (1) the centrality of culture in school learning; (2) the deep meaning of culture; (3) personalizing cultural diversity; (4) learning about diverse populations of students; (5) reframing the curriculum; (6) redesigning instruction; (7) formulating a theory of cultural mediation in instruction; and (8) transforming professional practice. (Contains 190 references.) (ND)

ED 394 965 SP 036 679

Brown, Jean E.; Stephens, Elaine C.
Exploring Diversity: Literature Themes and Activities for Grades 4-8.
PUB DATE- 96
NOTE- 210p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Literature; Class Activities; *Cultural Awareness; *Cultural Pluralism; Elementary Education; Interpersonal Relationship; *Lesson Plans; Multicultural Education; *Reading; Self Concept; *Teaching Methods
IDENTIFIERS- *Diversity (Student)

This resource provides a variety of instructional models for using books to give students an awareness of and respect for their own and other people's cultures. The book is designed to help teachers develop various ways of integrating diversity into the curriculum. Through a variety of themes, discussion questions, and activities that challenge misconceptions and stereotypes, students have an opportunity to develop an understanding and acceptance of all cultures. Literature and authors that provide effective insights and understanding about diversity are identified, along with suggestions for using this literature to better inform students and stimulate positive action. The book has eight chapters. Chapter 1 focuses on authentic connections with literature, multicultural literature in the classroom, and characteristics of Grade 4-8 readers. Chapter 2 describes models for involving young readers in literature, and for incorporating multicultural literature into the classroom. Chapter 3 discusses themes and activities for exploring one's heritage as a means of understanding the past, the connection that exists between an individual and his or her cultural, racial, and ethnic heritage. Chapters 4 and 5 look at stickers; and computer technology. (NAV)

ED 394 981   TM 024 623

McInerney, Dennis M.; And Others
The Relevance and Application of Goal Theory to Interpreting Indigenous Minority Group Motivation and Achievement in School Settings.
PUB DATE- Apr 95
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Cross Cultural Studies; Cultural Differences; Cultural Relevance; Educational Environment; Foreign Countries; Goal Orientation; *Indigenous Populations; *Minority Groups; *Motivation; Navajo (Nation); Secondary Education; *Secondary School Students; Self Efficacy; Student Attitudes; Test Construction; Test Reliability; Test Validity
IDENTIFIERS- Australia; Canada; *Goal Theory; LISREL Computer Program

The goal theory of achievement argues that the goals stressed by schools have dramatic consequences for whether children develop a sense of self-efficacy, or whether they avoid challenging tasks, giving up when faced with failure. It is commonly believed that the goals stressed by Western-oriented schools are inappropriate to indigenous minority group students and predisposes them to school failure. This paper reports on a continuing study with a range of cultural groups in which the aim is to demonstrate the cultural relevance and applicability of goal theory to explaining and interpreting motivation in school settings. In particular, the paper describes the use of the LISREL computer program to develop motivational scales representing achievement goals that have validity and reliability in cross-cultural settings and the use of these scales for describing and explaining academic attitudes and performance across five cultural groups of secondary school students. Subjects in two linked studies were: (1) 492 Australian aboriginal students; (2) 1,173 Anglo students; (3) 487 Australian students of migrant background; (4) 529 Navajo Indians; and (5) 198 Montagnais Betsiamite Indians from Canada. Preliminary results demonstrated the reliability and validity of the developed instrument, the Inventory of School Motivation. (Contains 8 tables and 57 references.) (Author/SLD)

ED 394 982   TM 024 624

Waddington, Tad S. H.
Why Mastery Matters.
PUB DATE- 21 Apr 95
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Cross Cultural Studies; Elementary Education; *Elementary School Students; Foreign Countries; International Education; *Learning Strategies;

tables and eight references.) (Author/SLD)

ED 395 002 TM 024 998

Holland, Paul W.
Causal Inference, Path Analysis and Recursive Structural Equations Models. Program Statistics Research, Technical Report No. 88-81.
PUB DATE- Jan 88
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Causal Models; Observation; *Path Analysis; *Quasiexperimental Design; Selection; *Statistical Inference; *Structural Equation Models
IDENTIFIERS- Randomization; *Recursive Models

D. B. Rubin's model for causal inference in experiments and observational studies is enlarged to analyze the problem of "causes causing causes" and is compared to path analysis and recursive structural equations models. A special quasiexperimental design, the encouragement design, is used to give concreteness to the discussion by focusing on the simplest problem that involves both direct and indirect causation. Encouragement designs involve both randomization and self-selection as well as both direct and indirect causation. Encouragement designs provide a simple yet useful "laboratory" in which the issues of direct and indirect causal relationships can be carefully examined. Rubin's model is shown to extend easily to this situation and to specify conditions under which the parameters of path analysis and recursive structural equations models have causal interpretations. (Contains 8 figures and 44 references.) (Author/SLD)

ED 395 003 TM 024 999

Braun, Henry I.
Empirical Bayes Methods: A Tool for Exploratory Analysis. Program Statistics Research, Technical Report No. 88-82.
PUB DATE- May 88
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Bayesian Statistics; *College Students; Data Analysis; Higher Education; Models; Test Results; *Validity
IDENTIFIERS- *Empirical Bayes Estimation; *Exploratory Data Analysis; Graduate Record Examinations; Hierarchical Linear Modeling; Survival Analysis

Empirical Bayes (EB) methods are frequently used on hierarchical linear models in practice. This paper provides an overview of parametric EB methods with special emphasis on their application in data-analytic settings. Eight different models with different levels of complexity are described. Comparisons of performance with other methods are illustrated using test data. These data were collected through the Validity Study Service of the Graduate Record Examinations Board for 1980 through 1983. They comprise the records of over 2,000 native English-speaking students in 99 different departments. Applications to validity generalization and survival analysis are also discussed. (Contains 4 tables, 7 figures, and 51 references.) (Author/SLD)

Academic Skills Assessments of the Praxis Series of professional assessments for beginning teachers. Computerized test items in reading and mathematics that required simple or complex mouse manipulation were administered to 337 (244 females and 93 males) white examinees and 148 minority group examinees (104 females and 44 males). Examinees were asked to describe their own experiences with mouse use. Very little evidence of differential effects was observed for sex or ethnicity. Whatever differential effect may exist is difficult to disentangle from other test behavior differences, but there would seem to be little cause for concern about mouse use. (Contains two figures and two references.) (Author/SLD)

ED 395 024 TM 025 041

Way, Walter D.; Reese, Clyde M.
An Investigation of the Use of Simplified IRT Models for Scaling and Equating the TOEFL Test. TOEFL Technical Report TR-2.
PUB DATE- Feb 91
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Correlation; *Equated Scores; *Estimation (Mathematics); Goodness of Fit; *Item Response Theory; Models; *Raw Scores; Sample Size; *Scaling; Scores; Simulation
IDENTIFIERS- Item Parameters; One Parameter Model; *Test of English as a Foreign Language; *Three Parameter Model; Two Parameter Model

The use of two alternative item response theory (IRT) estimation models in the scaling and equating of the Test of English as a Foreign Language (TOEFL) was explored; and item scaling and test equating results based on these models were compared with results based on the three-parameter (3PL) model currently being used with the TOEFL. Models were a modified one-parameter (M1PL) and a modified two-parameter (M2PL). Simulated equatings were compared in terms of correlations between estimated and generating parameters, model-data fit, and concordance of simulated score conversions, with conversions based on the generating parameters. Results clearly indicated that the 3PL model performed better than the M1PL and M2PL models. There was also evidence that the M2PL model performed better than the M1PL. Discrepancies between score conversions based on the M1PL and the M2PL models and those based on the 3PL model tended to occur at the lower and upper ends of the score scales. Results of the study for the 3PL model indicated that while correlations between item parameter estimates and generating parameters tended to be affected by sample size, neither the quality of model-data fit nor the quality of simulated equatings was sensitive to sample size. Three appendixes present the raw-to-scaled score conversions for three TOEFL sections. (Contains 3 figures, 8 tables, 12 appendix tables, and 16 references.) (Author/SLD)

ED 395 025 TM 025 042

Baydar, Nazli
Effects of Coaching on the Validity of the SAT: A Simulation Study.
PUB DATE- Apr 90
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test,

school ready to learn." The book provides federal program descriptions and definitions for more than 50 programs that are designed for preschool children. These programs encompass nutrition, learning, and health. Their descriptions should provide reformers with ideas for initiating or expanding preschool services at the community level. Programs from the following agencies are described: (1) Department of Agriculture; (2) Department of Defense; (3) U.S. Air Force; (4) Department of Education; (5) Department of Health and Human Services; (6) Department of Housing and Urban Development; (7) Department of Justice; (8) National Endowment for the Arts; (9) National Endowment for the Humanities; (10) National Science Foundation; (11) Institute of Museum Services; and (12) Smithsonian. Each program description includes contact names for more information. The book concludes with a directory of resources. Resources listed include 10 regional representatives and deputies of the Secretary of Education, 12 Head Start regional offices, the Head Start Collaboration Network members for the 10 regions, the contact list for Operation Weed and Seed (102 individuals), 60 state Arts Agency Coordinators, and 57 State Humanities Councils (includes territories). (SLD)

ED 395 045 UD 030 857

Lobb, Nancy
16 Extraordinary Hispanic Americans.
PUB DATE- 95
NOTE- 139p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *Achievement; Biographies; Census Figures; Childrens Literature; Elementary Secondary Education; Ethnic Groups; *Hispanic Americans; *Minority Groups; Racial Identification; *Spanish Speaking; *United States History

The lives of many Hispanic Americans have made a difference in the story of America. Hispanic Americans are people whose families can be traced to the Spanish speaking countries. At the time of the 1990 census, there were 22,400,000 Hispanic Americans in the United States. They should be proud of their heritage, and should recognize the accomplishments of those who have contributed to this country. This collection of biographical sketches for children presents profiles of the following: (1) Cesar Chavez, labor organizer; (2) Joan Baez, folksinger and activist; (3) Ellen Ochoa, astronaut; (4) Jaime Escalante, mathematics teacher; (5) Edward James Olmos, actor and activist; (6) Judy Baca, artist; (7) Sandra Cisneros, author; (8) Robert Clemente, baseball player and humanitarian; (9) Antonia Hernandez, minority rights activist; (10) Lupe Anguiano, activist for the poor; (11) Henry B. Gonzalez, Congressman; (12) Roberto Goizueta, businessman; (13) Rita Moreno, entertainer; (14) Antonia Novello, physician; (15) Jose Feliciano, musician; and (16) Ileana Ros-Lehtinen, Congresswoman. Questions for further study and discussion follow each biography. (Contains 61 references.) (SLD)

ED 395 046 UD 030 859

de Silva, Deema; And Others
A Tutor Handbook for Student Support Services. Operation Success.
PUB DATE- 92
NOTE- 96p.; For the tutor handbook on TRIO services, Operation Success, see ED 269 492.
LANGUAGE- English

focus on one "macro" variable to explain underachievement must give way to a realistic theory that recognizes that factors influencing achievement can be positive as well as negative including home, student, and school variables. (Contains 14 tables, 7 figures, and 106 references.) (SLD)

ED 395 066 UD 030 897

The Search for Success: Effective Programs for Limited English Proficient Students in Fifteen California Secondary Schools.
SPONS. AGENCY- James G. Irvine Foundation, San Francisco, CA.
PUB DATE- Sep 95
NOTE- 139p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; Bilingual Education; Curriculum; Educational Policy; *Educational Practices; English (Second Language); Evaluation Methods; *High Schools; *Limited English Speaking; Mainstreaming; Minority Groups; Program Effectiveness; School Districts; Teacher Education; Transitional Programs
IDENTIFIERS- *California; *Language Minorities

This report examines several aspects of secondary education programs for students of limited English proficiency (LEP) in 15 California schools and identifies educational practices and policies that are successfully meeting the needs of LEP students in these schools. Most sites used a similar program design, with one or two periods daily of English language development, content classes taught through the primary language for beginning English learners, sheltered instruction for intermediate students, and elective courses through the mainstream program. The range of access to curriculum and teacher expertise differed among these schools. Overall findings indicate that schools in many different types of communities are able to implement and sustain good quality LEP programs, in spite of differing access to the full curriculum. Access to all courses and programs was a problem to some degree for every school, but those that offered the fullest access found ways to train adequate numbers of teachers. The best programs found ways to meet challenges and appeared to have the most support at the school district level. Good teacher relations and appropriate evaluation were keys to program success, as was ongoing attention to improvement. Three appendixes provide advice about establishing or improving LEP programs, good practice examples from project schools, and recommendations for program development. (Contains 26 references.) (SLD)

ED 395 067 UD 030 899

Quiett, Douglas; And Others
Facilitating Community Change. A Case Study of Marin City Families First.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 30 Nov 95
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agency Cooperation; Case Studies; *Child Welfare; *Community Change; Community Programs; *Family Programs; *Integrated Services; Intervention; *Low Income Groups; Program

IDENTIFIERS- White Supremacy

Racism, discrimination, and prejudice are typically viewed from the perspective of the disadvantaged ethnic minority, but another approach is to address the advantages of whites. There is one culture that is usually invisible to whites, and that is "whiteness." To grow up white is to be the focal point from which others differ. Whites grapple with the issue of racism in various ways, but one factor that can be associated with a high level of cultural competence is the recognition of white privilege. Twenty-five examples are given of the types of privilege whites typically enjoy. Most keep whites from having reason to be angry about race and ethnic discrimination. The lack of awareness, denial, and silence about white privilege is the fuel that perpetuates the advantages and freedoms whites have. White supremacist is a label usually associated with extremist groups, but whites who do not acknowledge that they are privileged still accept and benefit from unearned public and private power, embodying and enacting white supremacy regardless of how nonracist their beliefs may be. Latinos and other people of color may find that the items on the white privilege list are obvious, but they are not obvious to white people. Research has also shown that whites have the misperception that ethnic minorities have achieved equality with whites. (SLD)

ED 395 086 UD 030 924

Teen Power: Don't Fight Drugs without It.
SPONS. AGENCY- Department of Justice, Washington, DC. Bureau of Justice Assistance.
PUB DATE- 91
NOTE- 116p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; *Community Programs; Cooperation; Crime; *Drug Abuse; Law Enforcement; Participation; *Prevention; Program Development; Program Implementation; Risk; *Urban Areas; Urban Problems; Urban Youth

Young people can be, and must be, partners in community drug prevention efforts. This book discusses teen successes in drug prevention, telling how and where it is happening and how to make it happen in the community. Teens are shown forging vital partnerships with schools, law enforcement, community agencies, and others. The focus is on prevention and bringing youth into positive and responsible roles in program design and operations. Section 1 sets the stage with facts about the use of alcohol and other drugs, the connection between drug use and crime, and the costs to society of drug use. Some risk factors for drug use and reviewed, and the effects of various drugs are discussed. Section 2 highlights the good news of teen participation in prevention efforts. Section 3 describes how to start a drug prevention project, who should participate, how to plan and accomplish program goals, how to keep the program running smoothly, how to improve the program, and how to celebrate success. Section 4 presents profiles of actual teen-led drug prevention projects around the country, the majority of which are in cities. Section 5 lists 109 resources for additional information. (SLD)

ED 395 087 UD 030 928

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adjustment (to Environment); *Attitude Change; Case Studies; Change Agents; Educational Environment; Higher Education; High Schools; Minority Groups; *Poverty; Preservice Teacher Education; School Security; Secondary Education; *Urban Education; Urban Schools
IDENTIFIERS- *Preservice Teachers

This study used a naturalistic, qualitative design to investigate 12 preservice teachers' views toward urban education during a two-week experience in an urban high school. In-depth case studies to two of the subjects were constructed using data sources consisting of essays and interviews (pre- and post-experience), student journals, and researchers' observation notes. The two students were a non-traditional returning female student from a rural area, and a single urban male. The female participant's pre-experience data focused on security, plant deterioration, and student needs. Her post-experience remarks appeared to confirm her pre-experience perceptions with some shifts. Issues of security, fear and safety were replaced with discussions of academics, socialization, and comfort, and she began to see the urban school as similar to all schools. The male student's pre-experience responses focused on external neighborhood security issues, support and development of teaching staff, and student needs. His post-experience perspective showed shifts in experience, awareness, feelings, and decisions moving from cynicism to optimism, from a passive to an active view of the role of the teacher, and from a stereotyped image of urban schools as largely uniracial to a view of them as a blend of races and cultures. (Contains 13 references.) (JB)

educational foundations, human relations, and instructional methods; by the need for preservice education majors to pass a general education portion of the State teacher examination; and by the existence of such a special education needs program in the elementary education program. The block was a full semester, half day, every day morning program for 15 weeks. Students were on campus for 5 weeks, off for 3 weeks, on for 2, off for 3 again, then on to finish for 3 weeks; this rotation permitted integration of theoretical knowledge with hands-on experience. The Human Relations course dealt with diversity in urban settings, differing values, gender issues, and changing demographics and diversity around special needs students and at-risk students. Special education changes were brought about by faculty evaluation, student feedback, and a grant award. The special education component was not only a valuable part of the reflective thinking and growth process of the secondary education students, but it also offered a common ground for the preservice special education teacher and the preservice secondary education teacher. (NAV)

This book is based on the idea that curriculum development projects focused on integrated or interdisciplinary teaching within the context of real-world problem solving creates dynamics and meaningful learning experiences for students. The real-world, problem-solving units presented in this book were created by four intern teachers, their mentor teachers, and their students. The interns were enrolled in a 14-month graduate teacher education program--the Lewis and Clark College/Oregon Museum of Science and Industry Elementary Intern Program--in Portland (Oregon). Chapter 1 introduces the topic and presents models of integrated curriculum and real-world problem solving. Chapter 2 discusses implementing an integrative teaching and learning model. Chapter 3 presents and describes four case studies of integrative teaching and learning units, with lesson plans and resource lists. The projects focused on choices in land use, shoes, the coexistence of salmon and humans, and truth in advertising. Chapter 4 looks at assessing integrative learning, including assessment formats, assessment samples from integrative teaching and learning units, and self-assessment. Chapter 5 reviews what has been learned in integrative teaching situations. Chapter 6 provides suggestions for implementation based on the four interns' experiences. Chapter 7 makes suggestions for future implementation. (Contains 48 references.) (ND) themes and activities relating to identity, first in seeking a sense of self, and then a sense of belonging. Chapter 6-7 present themes and activities relating to getting along with others--family and friends--and celebrating cultural diversity. Chapter 8 identifies picture books and novels that are "too good to miss," and discusses responding activities such as literature circles, book talks, and book sharing. Short descriptions of "authors too good to miss" (multicultural authors) are included. An extensive bibliography of reference works relating to multicultural literature and cultural diversity, as well as listings of folk literature and picture books, is included. (ND)

*Mastery Learning; *Mathematics Achievement; Mathematics
Instruction; Meta Analysis; *Problem Solving
IDENTIFIERS- *Japan; United States

It is argued that mastery learning is one explanation for the documented differences in mathematics achievement between Japanese and American students. Given its emphasis on mastery at one stage before moving on to the next stage, and the potential accumulated benefits of this approach over time, mastery learning appears to be very similar to what occurs in Japanese classrooms. A meta-analysis of studies of elementary mathematics achievement supports the research findings of H. W. Stevenson and S. Y. Lee (1990). The overlapping confidence intervals of Japanese mathematics performance and mastery learning do not support a positive conclusion that mastery learning caused the differences, but they do indicate that there is a potential relationship. The role of mastery learning in mathematics deserves further exploration. An appendix contains a chart of the studies reviewed. (Contains 3 figures and 18 references.) (SLD)

ED 395 004 TM 025 000

Livingston, Samuel A.
Adjusting Scores on Examinations Offering a Choice of Essay Questions.
PUB DATE- Nov 88
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Advanced Placement; *Correlation; *Difficulty Level; *Essays; *Scores; Scoring; Test Construction; *Test Interpretation; Test Items; Test Results
IDENTIFIERS- Advanced Placement Examinations (CEEB); *Choice Behavior

When test-takers are offered a choice of essay questions, some questions may be harder than others. If the test includes a common portion taken by all test-takers, an adjustment to the scores is possible. Previously proposed adjustment procedures disregard the test-makers' efforts to create questions of equal difficulty; these procedures tend to make larger adjustments when the scores to be adjusted are less correlated with scores on the common portion. This paper suggests an adjustment procedure that makes smaller adjustments when the correlation between the scores to be adjusted and the scores on the common portion is weak. The paper includes a derivation of the adjustment formula and a numerical example of the resulting adjustment. The numerical example uses groups taking an Advanced Placement history test, with group sizes of 3,411; 38,445; 1,390; 10,382; and 5,180. The basis for the solution is to impute a score for the test-taker on each alternate question the test-taker did not answer, and then average the scores, observed and imputed, over all the alternative questions. (Contains two tables and four references.) (Author/SLD)

Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Change; College Entrance Examinations; *College Freshmen; Estimation (Mathematics); Higher Education; *Predictive Validity; *Scores; *Selective Admission; Simulation; *Test Coaching; Testing Problems; Test Results
IDENTIFIERS- *Scholastic Aptitude Test

The effects of student coaching in preparation for the College Board Scholastic Aptitude Test (SAT) on the predictive validity of this test for freshman year performance were studied using data on 1985 freshman year students from four colleges. After the validity of the SAT was estimated for each school, a given proportion of students was picked, and a given magnitude of score gains was added to the observed SAT verbal and mathematics scores. The validity of the new SAT scores was then estimated and compared to the observed validity measures. Each simulation provides an estimate of the change in validity resulting from a hypothetical coaching effect. Sample sizes from the 4 colleges were: (1) 996 students from a highly selective school; (2) 1,346 from a moderately selective school; (3) 386 from a small, less selective school; and (4) 203 from a small religiously affiliated college. Results indicated that the validity indicators of the SAT in highly selective colleges are more contaminated by coaching effects than in less selective colleges. Results also indicate that changes in the levels of coaching do not seem large enough to account for the observed decline in the validity of the SAT over the past 10 years. Appendix A provides a detailed discussion of the second college, and Appendix B describes decrements in multiple partial correlation coefficients. (Contains 5 figures, 14 tables, and 19 references.) (SLD)

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Academic Persistence; Cognitive Style; *College Students; Communication Skills; Disadvantaged Youth; Higher Education; *Peer Teaching; Stress Management; *Teaching Methods; Time Management; Total Quality Management; Tutorial Programs; Tutoring; *Tutors

IDENTIFIERS- Academic Support Services; *Operation Success; *Wichita State University KS

This handbook provides assistance for tutors in Operation Success, a program to provide limited-income and first-generation college students with academic support services to enable them to persist and graduate from Wichita State University (Kansas). The program provides an interconnected series of academic support services; peer tutoring is intended to help students master course content. It complements study skill development and academic and personal counseling. The ideas of total quality management provide a framework for tutor roles and responsibilities discussed in the first and second sections. Guidelines are given for the first meeting, for presenting invitational education, and for recognizing the learning styles and needs of the student being tutored. Information is given to help tutors with time management, communication skills, and stress management for themselves and the peers they tutor. Samples of 10 forms used in the tutoring process are presented. (Contains eight figures.) (SLD)

Development; Program Evaluation; Social Problems; Training; Urban Areas
IDENTIFIERS- *California (Marin County)

This report documents the development and progress of Marin City Families First (MCFF), a project undertaken in Marin City (California) in 1993 by the Far West Laboratory's (FWL) Center for Child and Family Studies. Its goal was to develop a model comprehensive child and family support system for low-income communities. In pursuing its objective of establishing an advocacy and case management system for Marin City residents and young children and establishing decision-making links among community agencies and networks, the intervention followed principles and collaboration strategies developed by the FWL in its previous work. FWL researchers encountered a unique mix of elements in Marin City that exerted a strong influence on the intervention. The case study communicates the MCFF researchers' experience as a community change agent in the complex Marin City environment and explores the variables that limit the impact of the intervention strategy. It recommends approaches to several key community and agency issues, including shifting funding sources, dysfunction among social service agencies, and training for staff working in a severely impoverished community with fundamental social problems. Appendix A is a chart of Families First services, and Appendix B is a lengthy table of evaluation results. (Contains 30 references.) (Author/SLD)

ED 395 068 UD 030 900

Kawakami, Alice J.; And Others
Culture and Learning at Home and School: A Study in Kosrae State.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 95
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cognitive Style; Cultural Awareness; *Culture; Elementary Education; *Elementary School Students; Ethnography; *Family Environment; Grade 1; Instructional Effectiveness; *Learning; Parents; Preschool Education; Teachers; *Teaching Methods
IDENTIFIERS- *Federated States of Micronesia (Kosrae)

The Home and School Learning Contexts Study was conducted in Kosrae State (Federated States of Micronesia) by the Pacific Region Educational Laboratory to obtain data on learning styles at home and in the primary grades, to develop recommendations for integrating home and school learning styles, to implement the recommendations in the primary classroom, and to collaborate with local educators in carrying out this applied research and implementation. The research consisted of an ethnographic study of home and school contexts and an implementation study in a first-grade classroom, both conducted over a 3-year period. Twelve preschool and 14 grade one observations were conducted, and 16 home observations were conducted for 4 boys and 4 girls. Six parent interviews and two teacher interviews completed the data. Home learning occurred in a variety of group structures, tended to be child initiated, and focused on functional activities. School learning occurred in less flexible structures, was usually teacher-directed, and required language as the primary medium of response. The implementation study found that changes to classroom structure could bring some of the features of home learning into the

Minority Student Participation and Achievement in Graduate and First-Professional Degree Programs in Illinois Higher Education. Item #10.
PUB DATE- 11 Jul 95
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Blacks; Doctoral Degrees; *Educational Attainment; Educational Trends; *Enrollment; Equal Education; Ethnic Groups; *Graduate Study; Higher Education; *Hispanic Americans; Labor Market; Masters Degrees; Minority Groups; Professional Education
IDENTIFIERS- *Illinois

In Illinois, as in other states, minorities, Blacks and Hispanics in particular, are under-represented in higher education. The historically low rates of Black and Hispanic participation in higher education raise equity and labor supply issues. This report supplements the annual report of the Illinois Board of Higher Education and provides further detail on Black and Hispanic educational experiences at the Master's, doctoral, and first-professional levels. At each level, information is provided not only about the number and percentage of Black and Hispanic students enrolled and receiving degrees, but also about trends at individual institutions in the state and trends in academic fields such as the sciences, arts, and social sciences. The information presented shows that the increase in enrollment and degrees awarded to Black and Hispanic students in graduate and first-professional programs has occurred for all levels of advanced study, at public and private institutions, and at all types of academic programs. Black enrollment at the Master's and doctoral levels has increased by more than two-thirds and Hispanic Master's and doctoral enrollment doubled from 1986 to 1994. Significant growth was also achieved at the first professional level. However, if the state is to develop the abilities of its residents fully, further increases are necessary. (Contains 14 figures and 13 tables.) (SLD)

ED 395 088 UD 030 929

Promoting the Self-Sufficiency of At-Risk Youth: A Guide to Resources for Practitioners.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- Sep 91
NOTE- 213p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *At Risk Persons; Cooperation; *Disadvantaged Youth; Federal Legislation; Information Dissemination; Needs Assessment; *Nonprofit Organizations; Partnerships in Education; Policy Formation; Program Development; *Research and Development; *Technical Assistance; Training
IDENTIFIERS- *Self Sufficiency

This guide was designed to help policy makers, administrators, program planners, and managers find answers to their questions about improving the quality of their services and addressing the changing needs of young people in their communities. Information is provided on more than 100 nonprofit organizations, government agencies, research centers, national clearinghouses, and youth programs that provide information,

AUTHOR INDEX RIE VOL.31 NO.9. FROM:AALAND, JAN 0004
ED 393 963 SEPTEMBER 1996 TO:ZURMUEHLEN,

Aaland, Janine

The Development of an Elementary School Student Handbook.
24p. 1mf. L1 ED 394 682

Able, Jean Ann

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(020) Collected Works - General

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(071) Informational Analyses - ERIC IAPS

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89p. L1 ED 394 527

Redesigning Higher Education. Producing Dramatic Gains in Student Learning. ERIC Digest.
4p. L1 ED 394 441

Redesigning Higher Education: Producing Dramatic Gains in Student Learning. ASHE-ERIC Higher Education Report No. 7.
233p. L1 ED 394 442

Resources on Law-Related Education: Documents and Journal Articles in ERIC, 1995. Yearbook No. 2.
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(072) Book/Product Reviews

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(080) Journal Articles

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Architects of the Future. Selected Conference Papers, Volume 1. National Association for Developmental Education Annual Conference Proceedings (19th, Chicago, Illinois, February 22-26, 1995).
48p. L1 ED 394 414

Children and Foreign Languages. Report.
55p. L2 ED 394 297

A Collection of Papers on Self-Study and Institutional Improvement, 1996.
304p. L1 ED 394 393

Families and Schools: A Global Perspective for a Multicultural Society Proceedings (Oakland, CA, October 26-29, 1994).
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Fountains of Opportunity. National Association for Developmental Education Annual Conference Proceedings (18th, Kansas City, Missouri, March 2-6, 1994).
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SE058344	ED394841
SE058349	ED394842
SE058351	ED394843
SE058354	ED394844
SE058357	ED394845
SE058358	ED394846
SE058360	ED394847
SE058380	ED394848
SE058381	ED394849
SE058412	ED394850
SE058416	ED394851
SE058417	ED394852
SE058429	ED394853

SO - Social Studies/Social Science Education

SO024894	ED394854
SO024895	ED394855
SO025085	ED394856
SO025127	ED394857
SO025135	ED394858
SO025179	ED394859
SO025180	ED394860
SO025316	ED394861
SO025342	ED394862
SO025386	ED394863
SO025426	ED394864
SO025468	ED394865
SO025494	ED394866
SO025620	ED394867
SO025621	ED394868
SO025707	ED394869
SO025709	ED394870

CG026924	ED394097
CG026929	ED394098
CG026930	ED394099
CG026931	ED394100
CG026932	ED394101
CG026934	ED394102
CG026935	ED394103
CG026936	ED394104
CG026937	ED394105
CG026938	ED394106
CG026939	ED394107
CG026940	ED394108
CG026942	ED394109
CG026943	ED394110
CG026944	ED394111
CG026962	ED394112
CG026964	ED394113
CG026965	ED394114
CG026966	ED394115
CG026968	ED394116
CG026969	ED394117
CG026970	ED394118
CG026990	ED394119
CG027004	ED394120

CS - Reading, English, and Communication

CS012403	ED394121
CS012405	ED394122
CS012406	ED394123
CS012416	ED394124
CS012417	ED394125
CS012420	ED394126
CS012422	ED394127
CS012424	ED394128
CS012425	ED394129
CS012426	ED394130
CS012427	ED394131
CS012429	ED394132
CS012431	ED394133//
CS012432	ED394134//
CS012433	ED394135
CS012440	ED394136
CS012441	ED394137
CS012442	ED394138
CS012445	ED394139//
CS012449	ED394140
CS012455	ED394141
CS012462	ED394142
CS215247	ED394143
CS215266	ED394144
CS215279	ED394145
CS215282	ED394146
CS215286	ED394147
CS215291	ED394148
CS215294	ED394149
CS215308	ED394150//
CS215309	ED394151//
CS509217	ED394152
CS509230	ED394153
CS509231	ED394154
CS509232	ED394155
CS509236	ED394156
CS509237	ED394157

S0025730	ED394871
S0025815	ED394872
S0025842	ED394873
S0025940	ED394874
S0026050	ED394875
S0026089	ED394876//
S0026091	ED394877
S0026109	ED394878
S0026111	ED394879
S0026121	ED394880//
S0026123	ED394881//
S0026203	ED394882
S0026220	ED394883
S0026286	ED394884
S0026287	ED394885
S0026288	ED394886
S0026289	ED394887
S0026290	ED394888
S0026291	ED394889
S0026355	ED394890
S0026489	ED394891
S0026490	ED394892
S0026491	ED394893
S0026492	ED394894
S0026494	ED394895
S0026498	ED394896
S0026499	ED394897
S0026501	ED394898
S0026502	ED394899
S0026503	ED394900
S0026504	ED394901

SP - Teaching and Teaching Education

SP036313	ED394902//
SP036357	ED394903
SP036507	ED394904
SP036508	ED394905
SP036524	ED394906
SP036575	ED394907
SP036576	ED394908
SP036578	ED394909
SP036579	ED394910
SP036580	ED394911
SP036581	ED394912
SP036582	ED394913
SP036586	ED394914
SP036587	ED394915
SP036588	ED394916
SP036589	ED394917
SP036590	ED394918
SP036591	ED394919
SP036592	ED394920
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SP036597	ED394922
SP036598	ED394923
SP036599	ED394924
SP036605	ED394925
SP036607	ED394926
SP036609	ED394927
SP036610	ED394928
SP036611	ED394929
SP036613	ED394930
SP036616	ED394931

CS509242	ED394158
CS509244	ED394159
CS509247	ED394160
CS509250	ED394161//
CS509261	ED394162
CS509263	ED394163
CS509264	ED394164
CS509267	ED394165//

EA - Educational Management

EA027197	ED394166
EA027434	ED394167//
EA027435	ED394168//
EA027486	ED394169
EA027487	ED394170
EA027488	ED394171
EA027489	ED394172
EA027490	ED394173
EA027491	ED394174
EA027492	ED394175
EA027493	ED394176
EA027495	ED394177//
EA027496	ED394178
EA027497	ED394179
EA027498	ED394180
EA027502	ED394181//
EA027503	ED394182//
EA027504	ED394183
EA027505	ED394184//
EA027506	ED394185
EA027509	ED394186
EA027510	ED394187
EA027511	ED394188
EA027512	ED394189
EA027513	ED394190
EA027514	ED394191
EA027515	ED394192
EA027516	ED394193
EA027517	ED394194
EA027518	ED394195
EA027519	ED394196
EA027520	ED394197
EA027522	ED394198
EA027523	ED394199
EA027524	ED394200
EA027525	ED394201
EA027526	ED394202
EA027527	ED394203
EA027528	ED394204
EA027529	ED394205
EA027530	ED394206
EA027531	ED394207//
EA027532	ED394208//
EA027533	ED394209//
EA027536	ED394210//
EA027538	ED394211//
EA027539	ED394212
EA027540	ED394213//
EA027541	ED394214//
EA027542	ED394215//
EA027543	ED394216
EA027785	ED394217
EA027832	ED394218

SP036618	ED394932
SP036619	ED394933
SP036621	ED394934
SP036627	ED394935
SP036628	ED394936
SP036629	ED394937
SP036630	ED394938
SP036632	ED394939
SP036636	ED394940
SP036638	ED394941
SP036639	ED394942
SP036640	ED394943//
SP036643	ED394944
SP036644	ED394945
SP036645	ED394946
SP036647	ED394947
SP036648	ED394948
SP036650	ED394949
SP036654	ED394950
SP036655	ED394951
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SP036658	ED394954
SP036659	ED394955
SP036660	ED394956
SP036661	ED394957
SP036662	ED394958
SP036665	ED394959
SP036670	ED394960
SP036671	ED394961
SP036674	ED394962
SP036675	ED394963
SP036677	ED394964//
SP036679	ED394965//
SP036682	ED394966
SP036683	ED394967
SP036684	ED394968
SP036685	ED394969
SP036686	ED394970
SP036687	ED394971
SP036688	ED394972
SP036689	ED394973
SP036690	ED394974
SP036691	ED394975
SP036692	ED394976
SP036693	ED394977
SP036694	ED394978
SP036695	ED394979
SP036702	ED394980

TM - Assessment and Evaluation

TM024623	ED394981
TM024624	ED394982
TM024626	ED394983
TM024634	ED394984
TM024638	ED394985
TM024718	ED394986
TM024723	ED394987
TM024724	ED394988
TM024763	ED394989
TM024770	ED394990
TM024771	ED394991
TM024773	ED394992

EC - Disabilities and Gifted Education

EC304715	ED394219
EC304740	ED394220
EC304741	ED394221
EC304742	ED394222//
EC304743	ED394223
EC304744	ED394224
EC304745	ED394225
EC304746	ED394226
EC304747	ED394227
EC304748	ED394228
EC304749	ED394229
EC304750	ED394230
EC304751	ED394231
EC304752	ED394232
EC304753	ED394233
EC304754	ED394234
EC304755	ED394235
EC304756	ED394236
EC304757	ED394237
EC304758	ED394238
EC304759	ED394239
EC304760	ED394240//
EC304761	ED394241//
EC304762	ED394242
EC304763	ED394243
EC304764	ED394244
EC304765	ED394245
EC304766	ED394246
EC304767	ED394247
EC304768	ED394248
EC304769	ED394249
EC304770	ED394250
EC304771	ED394251
EC304772	ED394252
EC304773	ED394253
EC304774	ED394254
EC304775	ED394255
EC304776	ED394256
EC304777	ED394257
EC304778	ED394258
EC304779	ED394259
EC304780	ED394260//
EC304781	ED394261
EC304782	ED394262//
EC304783	ED394263//
EC304784	ED394264
EC304785	ED394265
EC304786	ED394266//
EC304787	ED394267
EC304788	ED394268
EC304789	ED394269
EC304793	ED394270
EC304794	ED394271

FL - Language and Linguistics

FL023342	ED394272
FL023544	ED394273
FL023591	ED394274
FL023617	ED394275
FL023621	ED394276

TM024778	ED394993
TM024782	ED394994
TM024806	ED394995
TM024868	ED394996
TM024987	ED394997
TM024988	ED394998
TM024995	ED394999
TM024996	ED395000
TM024997	ED395001
TM024998	ED395002
TM024999	ED395003
TM025000	ED395004
TM025001	ED395005
TM025002	ED395006
TM025003	ED395007
TM025004	ED395008
TM025021	ED395009
TM025022	ED395010
TM025023	ED395011
TM025026	ED395012
TM025027	ED395013
TM025028	ED395014
TM025029	ED395015
TM025033	ED395016
TM025034	ED395017
TM025035	ED395018
TM025036	ED395019
TM025037	ED395020
TM025038	ED395021
TM025039	ED395022
TM025040	ED395023
TM025041	ED395024
TM025042	ED395025
TM025044	ED395026
TM025045	ED395027
TM025046	ED395028
TM025047	ED395029
TM025048	ED395030
TM025049	ED395031
TM025050	ED395032
TM025051	ED395033
TM025052	ED395034
TM025055	ED395035
TM025056	ED395036
TM025057	ED395037
TM025058	ED395038
TM025059	ED395039
TM025060	ED395040
TM025062	ED395041
TM025063	ED395042
TM025090	ED395043
TM025991	ED395044

UD - Urban Education

UD030857	ED395045//
UD030859	ED395046
UD030860	ED395047
UD030861	ED395048
UD030862	ED395049
UD030863	ED395050
UD030864	ED395051
UD030865	ED395052
UD030866	ED395053

FL023633	ED394277
FL023655	ED394278
FL023670	ED394279
FL023671	ED394280
FL023672	ED394281
FL023674	ED394282
FL023676	ED394283
FL023677	ED394284
FL023678	ED394285//
FL023679	ED394286
FL023680	ED394287
FL023683	ED394288
FL023685	ED394289
FL023686	ED394290
FL023687	ED394291
FL023688	ED394292
FL023689	ED394293
FL023690	ED394294
FL023691	ED394295
FL023692	ED394296
FL023693	ED394297
FL023694	ED394298
FL023695	ED394299
FL023696	ED394300
FL023697	ED394301
FL023698	ED394302
FL023699	ED394303
FL023700	ED394304
FL023701	ED394305
FL023702	ED394306
FL023706	ED394307
FL023707	ED394308
FL023708	ED394309
FL023710	ED394310
FL023712	ED394311//
FL023713	ED394312
FL023714	ED394313
FL023715	ED394314
FL023716	ED394315
FL023717	ED394316
FL023718	ED394317
FL023721	ED394318
FL023722	ED394319
FL023723	ED394320
FL023725	ED394321
FL023726	ED394322
FL023727	ED394323
FL023730	ED394324
FL023731	ED394325
FL023733	ED394326
FL023735	ED394327
FL023736	ED394328
FL023737	ED394329
FL023738	ED394330
FL023742	ED394331
FL023743	ED394332
FL023744	ED394333
FL023745	ED394334
FL023746	ED394335
FL023747	ED394336
FL023748	ED394337
FL023749	ED394338
FL023751	ED394339
FL023752	ED394340

UD030885	ED395054//
UD030886	ED395055//
UD030887	ED395056//
UD030888	ED395057//
UD030889	ED395058//
UD030890	ED395059//
UD030891	ED395060//
UD030892	ED395061//
UD030893	ED395062//
UD030894	ED395063//
UD030895	ED395064//
UD030896	ED395065//
UD030897	ED395066
UD030899	ED395067
UD030900	ED395068
UD030901	ED395069
UD030902	ED395070
UD030903	ED395071
UD030904	ED395072
UD030905	ED395073
UD030906	ED395074
UD030907	ED395075
UD030908	ED395076
UD030909	ED395077
UD030910	ED395078
UD030911	ED395079
UD030912	ED395080
UD030913	ED395081
UD030919	ED395082
UD030920	ED395083
UD030921	ED395084
UD030922	ED395085
UD030924	ED395086
UD030928	ED395087
UD030929	ED395088
UD030930	ED395089//
UD030932	ED395090
UD030935	ED395091
UD030936	ED395092
UD030937	ED395093
UD030940	ED395094//
UD030943	ED395095//
UD030945	ED395096

FL023753	ED394341
FL023755	ED394342
FL023762	ED394343
FL023763	ED394344
FL023764	ED394345
FL023767	ED394346
FL023768	ED394347
FL023769	ED394348
FL023782	ED394349
FL023783	ED394350//
FL023784	ED394351//
FL023786	ED394352
FL023787	ED394353
FL023788	ED394354
FL023790	ED394355
FL023791	ED394356
FL023792	ED394357
FL023794	ED394358
FL801105	ED394359
FL801115	ED394360
FL801116	ED394361
FL801117	ED394362
FL801118	ED394363
FL801119	ED394364

HE - Higher Education

HE028761	ED394365
HE028939	ED394366
HE028993	ED394367
HE028994	ED394368
HE028995	ED394369
HE028996	ED394370
HE028997	ED394371
HE028998	ED394372
HE028999	ED394373
HE029000	ED394374
HE029001	ED394375
HE029002	ED394376
HE029003	ED394377
HE029004	ED394378
HE029005	ED394379
HE029033	ED394380
HE029072	ED394381//
HE029073	ED394382//
HE029074	ED394383
HE029075	ED394384
HE029076	ED394385
HE029077	ED394386//
HE029078	ED394387
HE029079	ED394388
HE029080	ED394389//
HE029081	ED394390//
HE029082	ED394391//
HE029083	ED394392//
HE029084	ED394393
HE029085	ED394394
HE029086	ED394395
HE029087	ED394396
HE029088	ED394397
HE029089	ED394398
HE029090	ED394399//
HE029094	ED394400
HE029095	ED394401

HE029096	ED394402
HE029097	ED394403
HE029098	ED394404
HE029099	ED394405
HE029100	ED394406
HE029101	ED394407
HE029102	ED394408
HE029103	ED394409
HE029104	ED394410
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HE029109	ED394415
HE029110	ED394416//
HE029111	ED394417
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HE029115	ED394421
HE029116	ED394422
HE029117	ED394423
HE029118	ED394424
HE029119	ED394425
HE029120	ED394426
HE029121	ED394427
HE029122	ED394428
HE029123	ED394429
HE029124	ED394430
HE029125	ED394431
HE029126	ED394432
HE029127	ED394433
HE029128	ED394434
HE029129	ED394435
HE029130	ED394436
HE029131	ED394437
HE029132	ED394438
HE029133	ED394439
HE029134	ED394440
HE029135	ED394441
HE029136	ED394442
HE029137	ED394443
HE029138	ED394444
HE029139	ED394445//
HE029141	ED394446
HE029142	ED394447//
HE029143	ED394448//
HE029144	ED394449//
HE029145	ED394450
HE029146	ED394451
HE029148	ED394452
HE029149	ED394453
HE029150	ED394454//
HE029151	ED394455//
HE029152	ED394456
HE029153	ED394457
HE029154	ED394458
HE029155	ED394459
HE029156	ED394460
HE029157	ED394461
HE029158	ED394462
HE029159	ED394463
HE029160	ED394464
HE029161	ED394465

HE029162	ED394466
HE029163	ED394467
HE029164	ED394468
HE029165	ED394469
HE029166	ED394470
HE029167	ED394471
HE029168	ED394472
HE029169	ED394473
HE029170	ED394474
HE029171	ED394475
HE029172	ED394476
HE029173	ED394477
HE029174	ED394478
HE029175	ED394479
HE029176	ED394480
HE029177	ED394481
HE029178	ED394482//
HE029179	ED394483
HE029180	ED394484//
HE029182	ED394485
HE029183	ED394486
HE029184	ED394487
HE029185	ED394488//

IR - Information and Technology

IR017776	ED394489
IR017786	ED394490
IR017790	ED394491
IR017791	ED394492//
IR017792	ED394493
IR017794	ED394494
IR017795	ED394495
IR017796	ED394496
IR017798	ED394497
IR017799	ED394498
IR017800	ED394499
IR017801	ED394500
IR017802	ED394501
IR017803	ED394502
IR017804	ED394503
IR017805	ED394504
IR017806	ED394505
IR017807	ED394506
IR017808	ED394507
IR017809	ED394508
IR017810	ED394509
IR017811	ED394510
IR017812	ED394511
IR017813	ED394512
IR017814	ED394513
IR017815	ED394514
IR017816	ED394515
IR017817	ED394516
IR017818	ED394517//
IR017819	ED394518
IR017820	ED394519
IR017821	ED394520
IR017823	ED394521
IR017824	ED394522
IR017825	ED394523
IR017826	ED394524
IR017828	ED394525
IR055882	ED394526

IR055883	ED394527
IR055884	ED394528
IR055887	ED394529//
IR055897	ED394530

JC - Community Colleges

JC960001	ED394531
JC960249	ED394532
JC960250	ED394533
JC960251	ED394534
JC960252	ED394535
JC960253	ED394536
JC960254	ED394537
JC960270	ED394538
JC960271	ED394539
JC960275	ED394540
JC960276	ED394541
JC960277	ED394542
JC960278	ED394543
JC960279	ED394544
JC960280	ED394545
JC960281	ED394546
JC960282	ED394547
JC960283	ED394548
JC960284	ED394549
JC960285	ED394550
JC960286	ED394551
JC960287	ED394552
JC960288	ED394553
JC960289	ED394554
JC960290	ED394555
JC960291	ED394556
JC960292	ED394557
JC960293	ED394558
JC960294	ED394559
JC960295	ED394560
JC960296	ED394561
JC960297	ED394562
JC960298	ED394563
JC960299	ED394564
JC960300	ED394565
JC960301	ED394566
JC960302	ED394567
JC960303	ED394568
JC960304	ED394569
JC960305	ED394570
JC960306	ED394571
JC960307	ED394572
JC960308	ED394573
JC960309	ED394574
JC960310	ED394575
JC960311	ED394576
JC960312	ED394577
JC960313	ED394578
JC960314	ED394579
JC960315	ED394580
JC960316	ED394581
JC960317	ED394582
JC960318	ED394583
JC960319	ED394584
JC960320	ED394585
JC960321	ED394586
JC960322	ED394587

JC960323	ED394588
JC960324	ED394589
JC960325	ED394590
JC960326	ED394591
JC960327	ED394592
JC960328	ED394593
JC960329	ED394594
JC960330	ED394595
JC960331	ED394596
JC960332	ED394597
JC960333	ED394598
JC960334	ED394599
JC960335	ED394600
JC960336	ED394601
JC960337	ED394602
JC960338	ED394603
JC960340	ED394604
JC960341	ED394605
JC960342	ED394606
JC960343	ED394607
JC960344	ED394608
JC960346	ED394609
JC960347	ED394610
JC960348	ED394611
JC960349	ED394612
JC960350	ED394613
JC960353	ED394614
JC960354	ED394615
JC960355	ED394616

PS - Elementary and Early Childhood Education

PS022772	ED394617
PS022852	ED394618
PS023003	ED394619
PS023330	ED394620
PS023497	ED394621
PS023500	ED394622
PS023506	ED394623
PS023515	ED394624
PS023685	ED394625
PS023793	ED394626
PS023809	ED394627
PS023822	ED394628
PS023865	ED394629
PS023897	ED394630
PS023899	ED394631
PS023925	ED394632//
PS023926	ED394633
PS023929	ED394634
PS023933	ED394635
PS023935	ED394636
PS023936	ED394637
PS023940	ED394638
PS023946	ED394639
PS023949	ED394640
PS023950	ED394641
PS023956	ED394642//
PS023959	ED394643
PS023961	ED394644
PS023965	ED394645
PS023983	ED394646
PS023984	ED394647
PS023985	ED394648

PS023989	ED394649
PS023997	ED394650//
PS024001	ED394651
PS024004	ED394652
PS024005	ED394653//
PS024006	ED394654//
PS024013	ED394655
PS024014	ED394656
PS024015	ED394657
PS024022	ED394658
PS024023	ED394659//
PS024036	ED394660
PS024037	ED394661
PS024038	ED394662
PS024039	ED394663
PS024041	ED394664
PS024051	ED394665
PS024052	ED394666
PS024060	ED394667//
PS024065	ED394668
PS024068	ED394669
PS024071	ED394670
PS024076	ED394671//
PS024077	ED394672//
PS024082	ED394673
PS024083	ED394674
PS024084	ED394675
PS024085	ED394676
PS024086	ED394677
PS024087	ED394678
PS024090	ED394679//
PS024091	ED394680
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PS024104	ED394683
PS024105	ED394684
PS024106	ED394685
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PS024108	ED394687
PS024109	ED394688
PS024110	ED394689
PS024123	ED394690
PS024124	ED394691
PS024126	ED394692
PS024128	ED394693
PS024131	ED394694
PS024132	ED394695
PS024133	ED394696
PS024134	ED394697
PS024142	ED394698//
PS024144	ED394699
PS024145	ED394700
PS024146	ED394701
PS024148	ED394702
PS024152	ED394703//
PS024153	ED394704//
PS024154	ED394705
PS024156	ED394706
PS024158	ED394707
PS024159	ED394708
PS024160	ED394709
PS024161	ED394710
PS024162	ED394711
PS024164	ED394712

PS024165	ED394713
PS024166	ED394714//
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PS024171	ED394716
PS024174	ED394717
PS024175	ED394718
PS024176	ED394719
PS024177	ED394720//
PS024179	ED394721//
PS024180	ED394722
PS024181	ED394723//
PS024182	ED394724//
PS024183	ED394725//
PS024184	ED394726//
PS024185	ED394727
PS024187	ED394728
PS024189	ED394729
PS024197	ED394730
PS024198	ED394731
PS024199	ED394732
PS024208	ED394733
PS024209	ED394734
PS024210	ED394735
PS024216	ED394736
PS024218	ED394737
PS024220	ED394738
PS024221	ED394739
PS024223	ED394740
PS024224	ED394741
PS024229	ED394742
PS024265	ED394743
PS024310	ED394744
PS024540	ED394745

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RC020545	ED394746
RC020546	ED394747
RC020547	ED394748
RC020548	ED394749
RC020549	ED394750